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ABSTRACT

This volume, the second in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes; (1) perception drills; (2) dialogue with adjunct, cultural notes, cartoons, and suggested homework; (3) questions for the recitation hour; (4) pattern drills; (5) a recombination exercise text for comprehension or reading exercise; and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons and several Haitian Creole songs. For the companion documents see FL 002 811 and FL 002 875. (RL)

ED 058779

FL 002 846

HAITIAN CREOLE

BASIC COURSE

Volume II

Lessons 11 - 20

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December 1971

DEFENSE LANGUAGE INSTITUTE

DEFENSE LANGUAGE INSTITUTE

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Director

PREFACE

This is the second in a series of volumes comprising the field-test edition of the Defense Language Institute Basic Course in Haitian Creole, prepared by Mrs. Rolande Turnier under the direction of the DLI Systems Development Agency.

The volume is a composite of referenced materials contained in Albert Valdman's Basic Course in Haitian Creole and of additional materials written by Mrs. Turnier. Professor Valdman's course was prepared under terms of a research contract with the Office of Education and issued as a Language Science Monograph by Indiana University. Mrs. Turnier, a native of Haiti and since 1962 an instructor of the French Department of the West Coast Branch of the Defense Language Institute, has added significantly to the Valdman course and selected and arranged materials to fit the DLI mission, school organization, and time frame of six hours of instruction per day.

Materials are generally arranged in the normal order of their use in the classroom as follows:

I. Perception Drill (1400)

II. Dialogue, with Adjunct, Cultural Notes, and Cartoons, as well as suggested Homework (1500)

III. Questions, for the Recitation Hour (0800)

IV. Pattern Drill (0900)

V. A Recombination Exercise, Text for Comprehension, or Reading Exercise, leading to Free Expression (1000)

VI. Additional Drills and Exercises, or Readings in Area Background (1300)

For independent use by the student, each lesson is introduced by a free translation of the dialogue and concluded with a list of the lesson's new vocabulary. Every fifth lesson is a review lesson.

To change the pace and to account for individual differences in rate and manner of learning, the second, fourth, and sixth hours of the daily lesson cycle are usually periods of supervised independent and personalized study, with specified materials made available on tape and in area background literature.

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Lesson 11

DIRECTIONS TO CAPE HAITIAN

MacDonald is an American journalist on his way to the city of Cape Haitian. He is driving a car which he rented from Avis Car Rental Service in Port-au-Prince. He has passed Gonaives, and isn't sure of the route to take to Cape Haitian. Seeing another car coming, he signals the driver, a man named Loui, to stop.

Makdonal: Hey, stop! Please!

Loui : Hello. What can I do for you?

Makdonal: Kind sir, my name is MacDonald. And you, what might your name be?

Loui : My name is Louis. I am very happy to meet you. What happened?

Makdonal: Nothing really, but I am going to Cape Haitian and I forgot how to get there.

Loui : I understand. You are on the right road all right. Continue straight ahead. After the next curve, you'll reach Plaisance.

Makdonal: Where can I find a place to eat? I am sure hungry.

Loui : You will find a restaurant in Plaisance, by the Catholic church.

Makdonal: Have you ever eaten there?

Loui : Yes, I have eaten there. They have good food.

Makdonal: Where are you coming from?

Loui : I'm coming from Cape Haitian.

Makdonal: Is Cape Haitian far from here?

Loui : It's not very far.

Makdonal: How many kilometers is it?

Loui : Let me see. After Plaisance it's about fifty kilometers to Cape Haitian.

Makdonal: Thanks very much, Louis.

Loui : You're welcome. Have a good trip.

I. PERCEPTION DRILL

1. Kouté épi répété:

Makdonal: He, stop!
Loui : Ki sa ki genyen?

Makdonal: Bonjou, M rélé Makdonal, é ou-menm?
Loui : Ki sa ou bezouen?

Makdonal: M blié ki rout pou m fè pou m al O kap.
Loui : Ou sou chemen-an. Ou pré rivé Plézans. Kou ou fè koub-la, ou a jouenn ni. Ou ouè machanns-nan? Sé la pou ou viré.

Makdonal: Mèsi anpil monchè.
Loui : De rien, monchè Makdonal.

2. Review Item: The definite article after nouns ending in a consonant is la.

Examples:

Li vlé voyé youn dépèch. Li vlé voyé dépèch-la.
Bank yo ouvri a neuveù. Bank-la ouvri a neuveù.

Exercise:

Ou pran youn lèt.
Nou ouè kay yo?
Makdonal gen sigarèt yo.
Koté l a jouenn youn kamionèt?
Pran youn goud.
L al vizité katédral yo.
N a ouè li leù bank yo fèmen.
Yo rann ni youn sèvis.
Fò ou alé nan anbasad yo.
M fè youn travay.

3. Review Item: The definite article after nouns ending in a vowel is a.

Examples:

Li kanpé sou youn galri. Li kanpé sou galri-a.
M poté zouti yo. M poté zouti-a.

Exercise:

Nou ouè youn msieu.
Kamionèt-la pasé nan ru yo.
Yo pasé nan youn kazino.
Ou konn kot buro yo yé?
M vlé youn pi gro.
Sé kamionèt Kafou yo?
Nou kontré ak youn pitit Alsé.
M gen youn kat didantité.
Yo pral nan enstitu yo.
L al nan youn maché.

4. Review Item: The definite article is an after nouns ending in a nasal vowel.

Kouté épi répété:

M montré li chemen-an.

Li viré nan kouen-an.

Kouman yo rélé ti gason-an?

Lakasad kontré ak blan-an ru du Magazen de Léta.

Examples:

Li monté youn kamion pou l alé Okap. Li monté kamion-an pou l alé Okap.

Fò nou réponn youn késtion. Fò nou réponn késtion-an.

Exercise:

M bay Tijo youn lajan.
Yo pral vizité youn magazen.
Li voyé youn ti gason lapòs.
Nou mandé youn blan leù.
M viré nan youn kouen.
Yo réponn youn késtion.
N ap pran youn kamion pi ta.
Li té rivé devan youn magazen.
Rélé youn gason pou mouen.
Lakasad té ouè youn blan.

5. *Review Item*: The definite article is *nan* after nouns ending in a nasal consonant.

Kouté épi répété:

Réponn téléf*òn*-*nan* pou mouen.

Rélé macha*nn*-*nan*.

Mou*n*-*nan* pa rét isit.

Examples:

Vin ouè youn téléfòn. Vin ouè téléf*òn*-*nan*.

M palé ak youn madanm. M palé ak mada*nm*-*nan*.

Exercise:

Ou kouè ou konn youn moun?
Y ap gadé youn machann.
Li tandé youn téléfòn.
Nou ouè youn lakomun.
Yo té réponn youn madanm.
M pral chèché youn ti-moun.
L achté youn légum pou ou.
Nou pa kontré youn machann.
M tandé youn madanm ap palé.
Yo vlé tann youn madanm.

6. Summary Exercise: Use the appropriate form of the definite article (la, a, an, or nan) in the following sentences:

CUE	STUDENT(S)
Nou ouè youn ti-gason.	Nou ouè ti-gason-an.
M pral vizité youn katédral.	M pral vizité katédral-la.
Yo palé ak youn machann.	Yo palé ak machann-nan.
Li gen youn dola.	Li gen dola-a.
Nou voyé youn dépèch.	
Li konnen youn provèb.	
M tann youn ti-moun.	
Yo ban m youn goud.	
Makdonal rivé nan youn bank.	
M alé avè l nan youn buro.	
Li poté youn mato ak youn rabo.	
Nou di l rélé youn machann.	
Yo kontré ak youn fransé épi youn aisien.	
M di youn madanm bonjou.	

7. Kouté épi répété:

Ou bezouen youn bagay? - Oui, m bezouen youn liv.
E li-menm, ki sa l bezouen? - Li pa bezouen anyen.

Exercise: Change the first word of the sentence ...bezouen al lavil on cue:

CUE	STUDENT(S)
ou	Ou bezouen al lavil.
yo	Yo bezouen al lavil.
Makdonal	
ti gason-an	
nou	
ou	
Loui	
madanm-nan	
li	
mouen	
misionè-a	
yo	

8. Kouté épi répété:

Loui fè konésans Makdonal sou rout O Kap.
Misionè-a fè konésans Lakasad nan-ru du Magazen de Léta.

Exercise: Complete the sentence Loui fè konésans... sou rout O kay with the given cue:

CUE	STUDENT(S)
Makdonal	Loui fè konésans Makdonal sou rout O Kap.
mouen	Loui fè konésans mouen sou rout O Kap.
blan-an	
ti-moun-nan	
bòs-la	
msieu-a	
pitit-la	
misionè-a	
madanm-nan	
ou	
yo	
nou	

9. Kouté épi répété:

Have the students repeat the numbers from 21 to 100. Prompt them with 21, 31, 41, 51, 61, 71, and have them note 81 and 91.

10. Kouté épi répété:

Konbien (Konben) kilomèt ki rété pou m rivé O Kap?
Rete senkant kilomet pou ou rivé O Kap.
Konbien (konben) lajan m gen pou ou?
Ou gen san goud pou mouen.

Exercise: Ask a question for which the answer is given:

CUE	STUDENT(S)
Rété senkant kilomèt.	Konbien kilomèt ki rété?
M gen san goud pou ou.	Konbien goud ou gen pou mouen?
Pratik-la voyé deu légum.	
Misioné-a achté vennsenk liv kréòl.	
Toma pot kat zouti.	
Msieu gen di dola pou mouen.	
Nèg-la kouazé sèt ru.	
Gen kat bank nan Pòtoprens.	
Misione-a pot youn dépèch nan buro-a.	
Li travay deu koté.	
Nou vizité troua kay.	
Yo jouenn trenténr ti-moun.	

11. Kouté épi répété:

Pou ki sa ou pa al lavil?
M pa al lavil paske (paské)m pa gen tan.

Pou ki sa yo rélé machann-nan?
Yo rélé machann-nan paske yo bezouen légum.

Exercise: Answer the following question using paske:

CUE	STUDENT(S)
Pou ki sa nou pa al lavil?	Nou pa al lavil paske nou pa gen tan.
Pou ki sa yo pa manjé?	Yo pa manjé paske yo pa gen tan.
Pou ki sa misionè-a pa rété?	
Pou ki sa Chal pa fè travay-la?	
Pou ki sa msieu-a pa téléfoné?	
Pou ki sa ou pa chita?	
Pou ki sa ti-moun yo pa manjé?	
Pou ki sa nou pa tann Chal?	
Pou ki sa li pa vin ouè m?	
Pou ki sa Gabi pa sòti?	
Pou ki sa yo pa chèché liv yo?	
Pou ki sa li pa voyé dépèch-la?	

12. Kouté épi répété:

M: Konbien kilomèt ki rété pou rivé O Kap?
L: Kité-m ouè. Rété senkant kilomèt.

M: Mèsi anpil monchè.
L: De rien. Bon vouayaj.

Present and assign the DIALOGUE on page 129 in Valdman.

II. DIALOGUE

Reference: Tapes No. 10 and 11.

HOMEWORK

1. Memorize the dialogue.
2. Study the vocabulary.
3. Read the grammar notes:
    a. Valdman, pages 134 and 135.
    b. Additionally:

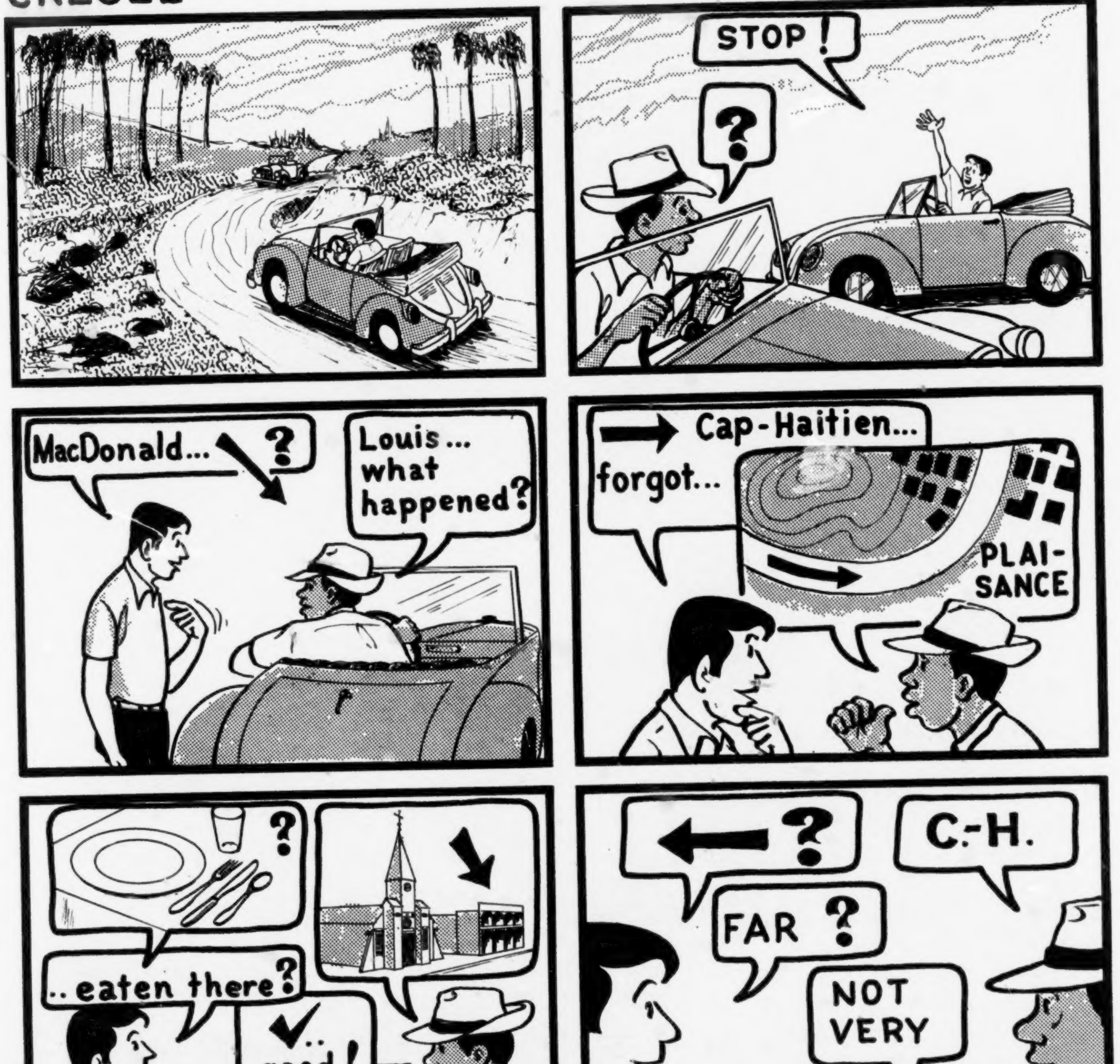
In counting, en or un is often used instead of younn. For example:

en(un), deu, troua, etc.-for
younn, deu, troua, etc.

In compound numerals, en or un always replaces youn or younn. Note:

venteen (venteun), trenteen, etc.

Lesson 11


STOP!
?
MacDonald... ?
Louis... what happened?
Cap-Haitien...
forgot...
PLAI-SANCE
?
.. eaten there?
✓.. good!
?
C.-H.
FAR ?
NOT VERY
KM. ?
...SEE...
P. 50km C.H.

III. RECITATION

A. Reenact the Dialogue.

B. Answer the questions:

1-16. Valdman, page 134.

17. Ki sa Makdonal di pou rété lòt oto-a?
18. Ki sa li bezouen?
19. Loui Kontan fè konésans Makdonal?
20. Nou grangou koulié-a?
21. Ki koté Loui sòti?
22. O kap louen Plézans?
23. Ki leù n v al O kap?
24. Gen youn légliz katolik isit?
25. Ou sé katolik?
26. Loui té pran youn chofeù?
27. E Makdonal?
28. Eske rout O Kap-la sé youn bon rout? (Non!)
29. Sé leù ou rivé isit ou fè konesans msieu sa-a?
30. Ki sa pou ou di youn moun ki pral vouayajé?

IV. DRILLS AND EXERCISES

1. Pronunciation Drill: /w/ and /y/

   Use Tape No. 11.

2. Review Exercises:

   Use Tape No. 6.

3. Lexical Variation Exercises:

   Use Tape No. 11.

   Refer to Valdman, pages 132-133.

4. Cardinal Numbers: 21-100

   Use Tape No. 11.

   Refer to Valdman, page 137.

V. LEKTU

Makdonal sé youn jounalis amérikèn ki an vouayaj an Aiti. Li loué youn oto nan konpagni Avis, pou l alé lavil O Kap épi, li blié ki rout pou li fè apré li pasé Gonaiv. Blan-an té présé rivé O Kap pou li té kap tounen bòneù. Li stopé pou l gadé rout-la, leu li oué youn oto k ap vini devan n. Makdonal rété chofeù-a, ki di l ke li pa louen lavil Plézans, é ke sé senkant kilomèt ki rété apré Plézans, pou rivé O Kap. Chofeù-a rélé Loui. Li di Makdonal ke pa gen deu rout. Sé youn rout seùlman ki mennen O Kap tou douat. Makdonal di mèsi anpil épi Loui kontinué chemen n pou Pòtoprens.

Apré sa, Makdonal rélé youn ti gason ki té kanpé bò chemen-an:

-He, ti-gason! vini m palé ou.

-Sa pou ou fè mouen, blan?

-Eske ou gen kokoyé pou vann mouen? Mouen souaf.

-Non msieu, m pa genyen. Papa m gen youn pié, men sé li-menm seulman ki ka monté l.

-Eske papa ou la?

-Ki lavil?

-Lavil Plézans

-En ben, si pa gen anyen pou m bouè isit-la, mouen pap rété. M alé. M ap kontinué rout mouen. O revoua piti. M rélé Makdonal, é ou-menm?

M rélé Tijo.

O revoua, Tijo.

O revoua, Makdonal...Blan sa-a konn palé kréòl!

Questions

1. Kouman blan-an rélé?
2. Ki koté l ap voyajé?
3. Ki bò li t apralé?
4. Eske li té rivé louen?
5. Pou ki sa li té rété?
6. Ki sa li fè?
7. Eske chofeù-a bay Makdonal ranséyman?
8. Makdonal pa t présé?
9. Pou ki sa li té présé?
10. Ki vil ki té tou pré?

11. Eske O Kap té louen ankò?
12. Konben kilomèt apré Plézans pou rivé O Kap?
13. Ki jan chofeù-a rélé?
14. Eske Makdonal konn rout li?
15. Genyen anpil rout pou alé O Kap?
16. Ki sa Makdonal di chofeù-a? (mèsi)
17. Apré sa, ki sa chofeù-a fè?
18. Eske té gen lòt moun la?
19. Ki sa Makdonal fè? (réé ti-gason-an)
20. Koté ti-gason-an té yé?

21. Ki sa ti-gason-an t ap fè?
22. Eske Makdonal té konn non ti-gason-an?
23. Kouman li rélé li? (Hé, ti-gason!)
24. Eske ti-gason-an té konn non Makdonal?
25. Kouman ti-gason-an rélé Madkonal? (blan)
26. Sa Makdonal mandé ti-gason-an? (kokoyé)
27. Makdonal té vlé vann kokoyé?
28. Pou ki sa Makdonal té vlé achté kokoyé? (li té souaf)
29. Eske ti-gason-an té gen kokoyé?
30. Sa l di Makdonal? (papa l gen youn pié kokoyé)

31. Eske ti-gason-an kab monté pié kokoyé-a?
32. Eske papa l té la?
33. Koté l t alé?
34. Ki sa li t al fè lavil?
35. Ki sa Makdonal jouenn pou li boué? (anyen)
36. Ki sa li di? (li pralé)
37. Li di o revoua?
38. Ki sa ti-gason-an réponn?
39. Kouman ti-gason-an rélé?
40. Makdonal konn palé kréòl bien?

L. 11

VI. LAB EXERCISES

1. Grammar Exercises

Tape No. 11.

Valdman, pages 137 f, A and B .

2. Translation

Tape No. 11.

Valdman, pages 136 and 138.

3. Narration

Tape No. 11.

Valdman, page 138: Text.

Questions:

1-4. Valdman, page 138

5. Makdonal sé youn jounalis aisien?
6. Li nan rout pou ki bò?
7. Ki moun ki sou volan oto-a?
8. Sé pou li oto-a?

9. Ki koté li loué oto-a?
10. Ki koté li fin pasé?
11. Ki sa li blié?
12. Ak ki sa li kontré?

13. Ki sa Makdonal mandé chofeù-a?
14. Ki sa li fè pou chofeù-a rété?
15. A ki sa chofeù-a fè sign?
16. Pou ki sa Makdonal fè sign ak men ni?

17. Sé ou ki té sou volan oto-a?
18. Makdonal té nan rout pou Pétionvil?
19. Li té achté oto-a nan konpagni Avis?
20. Li té fin pasé Kafou leù l kontré ak Loui?

VOCABULARY

amériken, n. or adj.	American
bezouen, bézouen, v.	to need
blié, v.	to forget
chen, n.	dog
chofeù, n.	driver
fè bon manjé, v. phr.	to cook well, to have good food, to make good food
fè konésans, v. phr.	to meet (literally, to make the acquaintance of)
fè koub, v. phr.	to take a curve
goud, n.	gourde (unit of money worth $.20)
grangou, n. or adj.	hungry; hunger
hé, int.	hey
jounalis, n.	journalist
karant (40), num.	forty
katolik, n.	Catholic
katreven (80), num.	eighty
katrevendis (90), num.	ninety
ki (before a noun), pron.	which
kilomèt, n.	kilometer
kité, v.	to let, to allow, to leave, (depart)
kokoyé, n.	coconut
konésans, n.	acquaintance
konpagni, n.	company
kontinué, v.	to continue
kou, adv.	when, as soon as
koub, n.	curve
légliz, n.	church
loue, v.	to rent

Makdonal, pr. n.	MacDonald
O Kap, pr. n.	Cape Haitian, Cap-Haitien (French) in Northern Haiti, the second city of the Republic
paske, paské, conj.	because
pié, n.	tree
Plézans, pr. n.	Plaisance, a city in Northern Haiti
pré, adv.	near
ranséyman, n.	information
réstoran, n.	restaurant
rété, v.	to remain
rivé, v.	to happen
rien, anyen, indef.pron.	nothing
san (100), num.	hundred
senkant (50), num.	fifty
souaf, n. or adj.	thirsty; thirst
souasant (60), num.	sixty
souasanndis (70), num.	seventy
stop, n.	stop
stopé, v.	to stop
tou, adv.	(before an adjective), quite, very
tou pré, adv.	very near
trant (30), num.	thirty
volan, n.	steering wheel
sou volan, n. phr.	driving (at the steering wheel)
vouayaj, n.	trip, voyage

Idiomatic Expressions

Bon vouayaj	Have a good trip
de rien	you're welcome (literally, it's nothing)

Lesson 12

AT THE RESTAURANT

MacDonald stops at the restaurant Louis recommended. There he meets Pedro, the owner, and enjoys a meal of lobster and rice.

Makdonal: Hello.

Pedro: Hello. (In French) Please come in. What would you like?

Makdonal: I don't understand what you are saying. What language are you speaking?

Pedro: It is French I am speaking. How is it that you know Creole, but you don't know French?

Makdonal: I am American. I learned Creole before I came to Haiti.

Pedro: Ah, good. I understand.

Makdonal: My name is MacDonald. And yourself, what is your name?

Pedro: My name is Peter. What would you like to eat?

Makdonal: What do you have?

Pedro: There is chicken, fish, and beef.

Makdonal: Do you have lobster?

Pedro: Yes, I have lobster.

Makdonal: Let me try the lobster.

Pedro: What would you like with it? Red beans, congo beans, corn grits, rice, potatoes, or sweet potatoes?

Makdonal: You go too fast. Did you say you have rice?

Pedro: Of course. Anaiz, come and serve Mr. MacDonald a good lobster with rice. What would you like to drink, Mr. MacDonald?

Makdonal: I will drink wine and very cold water.

MacDonald has finished his meal and asks for the bill. He comments on the quality of the food in Pedro's restaurant.

Makdonal: Pedro, they make good food at your place! I am going now, in order to arrive in Cape Haitian early. How much do I have to pay?

Pedro: Four and a half gourdes.

Makdonal: What, four and a half gourdes for all this food? That's not expensive. How much should I leave as a tip?

Pedro: Whatever you wish.

Makdonal: Good, and thanks a lot. Good-bye.

I. PERCEPTION DRILL

1. Situation: Mr. Jones meets Mr. MacDonald downtown after his trip to O Kap.

Kouté épi répété:

Jones : Monchè Makdonal, leù ou t apral O Kap, ki moun ou té kontré?
Makdonal: M té kontré youn nèg yo rélé Loui.

Jones : Li pa t gen moun ak li?
Makdonal: Non, li pa t gen moun avè l.

Jones : Ki sa ou t ap fè leù l rété?
Makdonal: M t ap fè l sign pou l rété.

Jones : Ou pa ta tounen O Kap tousuit?
Makdonal: M ta tounen kounié la-a, pou m rét manjé youn roma Plézans, ka Pédro.

Jones : Manjé-a té bon?
Makdonal: A! L té bon anpil.

2. Kouté épi répété:

M manjé youn bon roma jodi-a.

M té manjé youn bon roma leù m t apral O Kap.

M té di nou bonjou, lè m té ouè n.

3. Use the particle té in the following sentences:

CUE	STUDENT(S)
Loui stopé leù li ouè m.	Loui té stopé leù li té ouè m.
Ki moun ki sou volan oto-a?	Ki moun ki té sou volan oto-a?
Li rété pou m mandé l youn ranséyman.	
Nou rivé jus Plézans.	
M bezouen konnen ki rout pou m fè.	
Yo fè bon manjé nan réstoran-an.	
Ou blié sa m mandé ou.	
M loué youn kay bò Pétionvil.	
Loui fè konèsans Makdonal sou rout O Kap.	
Li kité rout-la pou antré Plézans.	
Nou fè koub-la, épi nou rété.	
Yo kontinué jus O Kap.	

4. Item: The past progressive tense is formed with té + ap.

Kouté épi répété:

Yo gadé oto-a.	Y ap gadé oto-a.
Yo té gadé oto-a.	Yo t ap gadé oto-a.
M t ap fè koub-la leù m oue l.	

Put the following sentences in the past progressive form, using t ap:

CUE	STUDENT(S)
Y ap aprann fransé.	Yo t ap aprann fransé.
N ap vizité katédral-la.	Nou t ap vizité katédral-la.
Mari ap sonjé ti-moun yo.	
M ap achté youn liv.	
Misionè-a ap chèché buro-a.	
L ap téléfonnen madanm ni.	
Nèg-la ap ouvri pòt-la.	
Ti-moun yo ap kontinué pou Kenskòf.	
M ap blié fè travay-la.	
Y ap fin manjé pou yo sòti.	
L ap voyé lajan-an.	
N ap téféfònen lakay.	

5. Item: The past negative

Kouté épi répété:

M té ouè yo.	M pa t ouè yo.
Yo té di bonjou.	Yo pa t di bonjou.
Nou té palé fransé.	Nou pa t palé fransé.

Put the following sentences in the negative form:

CUE	STUDENT(S)
Mari t al lavil.	Mari pa t al lavil.
Ou té fè travay-la.	Ou pa t fè travay-la.
Non té viré nan deuzièm koub-la.	
Yo té poté anpil légum.	
Li té louvri buro-a deuzeu.	
M té jouenn Sésé lakay.	
Ti-moun yo té kanpé sou galri-a.	
Li té konprann sa ou di.	
N té kontinué chemen n.	
Ou té voyé liv-la pou yo.	
M té vann oto-a.	
Yo té retounen zouti yo.	

6. Item: The negative past progressive pa + té + ap = pa t ap

Put the following sentences in the negative form:

CUE	STUDENT(S)
M t ap achté lè m ouè l.	M pa t ap achté lè m ouè l.
Yo t ap manjé lè n rivé.	Yo pa t ap manjé lè n rivé.
Li t ap kouté m lè yo rélé l.	
Yo t ap vin lakay lè n kouazé yo.	
Pratik-la t ap vann lè m ouè l.	
Magazen-an t ap fèmen lè n rivé.	
Ti-moun yo t ap répété provèb-la.	
Tijo t ap kouté sa papa l t ap di.	
M t ap pasé devan kay-la lè l ouè m.	
Li t ap soti lè yo rélé l nan téléfon.	
Yo t ap palé kréòl lè n antré.	
M t apral lavil lè m kontré yo.	

7. Review: The particle ta is used to indicate the conditional.

Kouté épi répété:

Maten-an m pa manjé.

M p ap manjé kounié-a.

M p ap manjé pi ta.

Men m ta manjé.

M ta manjé youn bon bagay.

Ki sa ou ta manjé?

M ta manjé youn bon roma ka Pédro.

Change the following sentences, using ta:

CUE	STUDENT(S)
Nou rélé ti-moun yo.	Nou ta rélé ti-moun yo.
M té manjé roma.	M ta manjé roma.
Tijo a palé manman n.	Tijo ta palé manman n.
Anita retounen boneu.	
Nou regrèt sa.	
M a manjé youn roma.	
Li té chita sou galri-a.	
Yo bay manman yo lajan.	
Pratik-la vann tout légum yo.	
Nèg-la fè lign Koua dè Boukè.	
M té retounen boneù.	
Li soti ak kòmè-a.	
Nou téléfonnen lòt moun yo.	

8. Item: Si + té...+ ta...

Kouté épi répété:

Si m té Plézans, m ta al manjé ka Pédro.

Si m té aprann fransé, m ta an Frans.

Si m té konn gadé leù, m pa ta rivé ta.

Change the following sentences into the conditional:

CUE	STUDENT(S)
Si m Plézans, m a manjé ka Pédro.	Si m té Plézans, m ta manjé ka Pédro.
Si m al libréri Alfalit, m a achté youn liv kréòl.	Si m té al libréri Alfalit, m ta achté youn liv kréòl.
Si m désann lakomun, m a pran kat didantité m.	
Si m pasé lakay ou, m a rété di ou bonjou.	
Si m vann légum yo, m a pot lajan-an pou ou.	
Si m mandé, y a ban mouen.	
Si m fè bon manjé, n a manjé lakay.	
Si m soti, m a rivé ka Bata.	
Si m gen tan, m a al Pétionvil.	
Si m chèché bien, m a jouenn kay-la.	
Si ou vini, m a voyé ou lavil pou mouen.	
Si ou tounnen boneù, m a tann ou.	

9. Item: Conditional = subject + t ap or ta + adj/adv
places/locations
konnen,(konn)

Kouté épi répété:

Si misionè-a té Pòtoprens, m ta konnen tousuit.

Si misionè-a té Pòtoprens, m t ap konnen tousuit.

Si m té gen tan, m t ap Plézans kounié-a.

Si li té ban m lajan-an, m t ap la.

Si yo té loué kay-la, li t ap bèl.

Use the t ap form for the conditional in the following sentences:

CUE	STUDENT(S)
Si m gen tan, m ap Plézans.	Si m té gen tan, m t ap Plézans.
Si misionè-a Pòtoprens, m ap konnen tousuit.	Si misionè-a té Pòtoprens, m t ap konnen tousuit.
Si nou pasé lakay ou, n ap rété di ou bonjou.	
Si li mandé, y ap ba li.	
Si y al Alfalit, y ap achté liv kréol.	
Si m soti, m ap rivé ka Bata.	
Si l voyé lajan ban mouen, m ap la.	
Si ou chèché bien, ou a jouenn kay-la.	
Si yo loué kay-la, l ap bèl.	
Si li tounen boneù, m ap tann ni.	
Si ou vini, m ap voyé ou lavil pou mouen.	
Si nou fè bon manjé, n a manjé lakay nou.	

10. Item: main clause + ke (or) ké + dependent clause

Kouté épi répété:

Li di ke nou pa konn anyen.

Tijo réponn ke papa l sòti.

Li mandé ke ti-moun yo al ouè l.

M vlé ke nou konn palé kréòl-la bien.

Make a whole sentence with the link word ke:

CUE	STUDENT(S)
Tijo réponn. Papa l soti.	Tijo réponn ke papa l sòti.
Yo di. Buro-a pa louen.	Yo di ke buro-a pa louen.
Ou kouè. Li sé Aisien.	
M regrèt. Ou pa kapab vini.	
Toma trouvé. Tijo sanblé manman ni.	
M vlé. Nou konn palé kréòl-la bien.	
Li mandé. Ti-moun yo al ouè l.	
Yo montré. Yo konn palé kréòl.	
M ouè. Nou konn konté an kréòl.	
Nou konprann. Misionè-a pa ka mizé lavil.	
Li konnen. Bòs-la pa gen zouti.	
M aprann. Jones Pòtoprens.	

Presentation of the Dialogue: See Valdman, page 141.
Use Tape No. 12.

L. 12

II. DIALOGUE

In the Lab

Tapes No. 11 and 12.

HOMEWORK

1. Study the vocabulary. Use Tape No. 12.
2. Memorize the dialogue.
3. Prepare ten questions, for use in class next day.
4. Read the Grammar Notes:
    a. See Valdman, pages 147, 148, and 149.
    b. In addition, remember the following:
        (1) When a verb has no particle, it expresses an action in the present or in the past, depending on the context. (cf. Lesson 8.)

Ex: (a.) M ouè yo tou lé jou.
I see them every day.

(b.) M ouè yo maten-an.
I saw them this morning.

(c.) M sòti tou lé jou.
I go out every day.

(d.) M sòti maten-an.
I went out this morning.

(2) When the particle té is used, the verb expresses something completely in the past, usually in relation to another past action or fact.

Ex: (a.) M té ouè l maten-an.
I had seen him this morning.

(b.) M té manjé anvan m vin isit-la.
I had eaten before I came here.

(c.) M té sòti lè yo rivé.
I had gone out when they arrived.

(3) When the particle té is used in sentences without a verb, 'was' or 'were' is supplied in the translation.

Ex: (a.) M malad. I am sick.
M té malad. I was sick.

(b.) Yo bèl. They are beautiful.
Yo té bèl. They were beautiful.

(c.) Ou isit. You are here.
Ou té isit. You were here.

(4) If the verb konnen or konn 'to know' is used without any particle, it expresses only the present.

Ex: M konnen (konn) sa. I know that.

To express the past the particle té is invariably used.

Ex: M té konnen (konn) sa. I knew that.
I had known that.

(5) When the particle *té* is followed by one of the particles *ap*, *apé*, *apral*, and *apralé*, it is shortened to *t* and expresses a progressive action in the past.

Ex:
(a.) M *t ap* (*apé*) manjé.
I *was* eating (or) I *had been* eating.

(b.) M *t apral* (*apralé*) manjé.
I *was going* to eat.

(6) In the negative form, the particle *té* preceded by *pa* is shortened to *t*.

Ex:
(a.) M *pa t* palé kréòl.
I didn't speak Creole.
Or: I had not spoken Creole.

(b.) M *pa t* ouè yo.
I didn't see them.
Or: I hadn't seen them.

(c.) M pa t malad.
I was not sick.
Or: I had not been sick.

(d.) Yo pa t isit.
They were not here.
Or: They had not been here.

(7) The negative past progressive form is expressed by the particles *pa t ap*, in that order.

Ex:
(a.) M *pa t ap* manjé.
I *was not* eating.
Or: I *had not been* eating.

(b.) M *pa t ap* vini.
I *was not* coming.
Or: I *had not been* coming.

(8) The particle ta is used to express the conditional present or past. (cf. Lesson 5.)

Ex:
Li ta manjé roma.
He would eat lobster.
(Or): He would have eaten lobster.

(9) In sentences without verbs or in sentences with the verb konnen (konn), t ap expresses the conditional past or present in the affirmative form and pa t ap expresses the negative form. t ap and pa t ap are interchangeable with the common conditional particle ta and pa ta respectively.

Ex:

(a.) M t ap malad.
Or: M ta malad.
Both mean: I would be sick.
Or: I would have been sick.

(b.) M t ap la.
Or: M ta la.
Both mean: I would be there.
Or: I would have been there.

(c.) M t ap Pòtoprens.
Or: M ta Pòtoprens.
Both mean: I would be in Port-au-Prince.
Or: I would have been in Port-au-Prince.

(d.) M t ap konn sa.
Or: M ta konn sa.
Both mean: I would know that.
Or: I would have known that.

(e.) M pa t ap malad.
Or: M pa ta malad.

(f.) M pa t ap la.
Or: M pa ta la.

(g.) M pa t ap Pòtoprens.
Or: M pa ta Pòtoprens.

(h.) M pa t ap konnen.
Or: M pa ta konnen.

(10) The particles ap and p ap express the future in the affirmative or negative form. Also the particle a expresses the future, but in the affirmative form only. It is never used in the negative form.

Ex: (a.) M ap malad.
Or: M a malad.
I will be sich.

(b.) M ap la.
Or: M a la.
I will be there.

(c.) M ap Pòtoprens.
Or: M a Pòtoprens.
I will be in Port-au-Prince.

(d.) M ap konnen.
Or: M a konnen.
I will know.

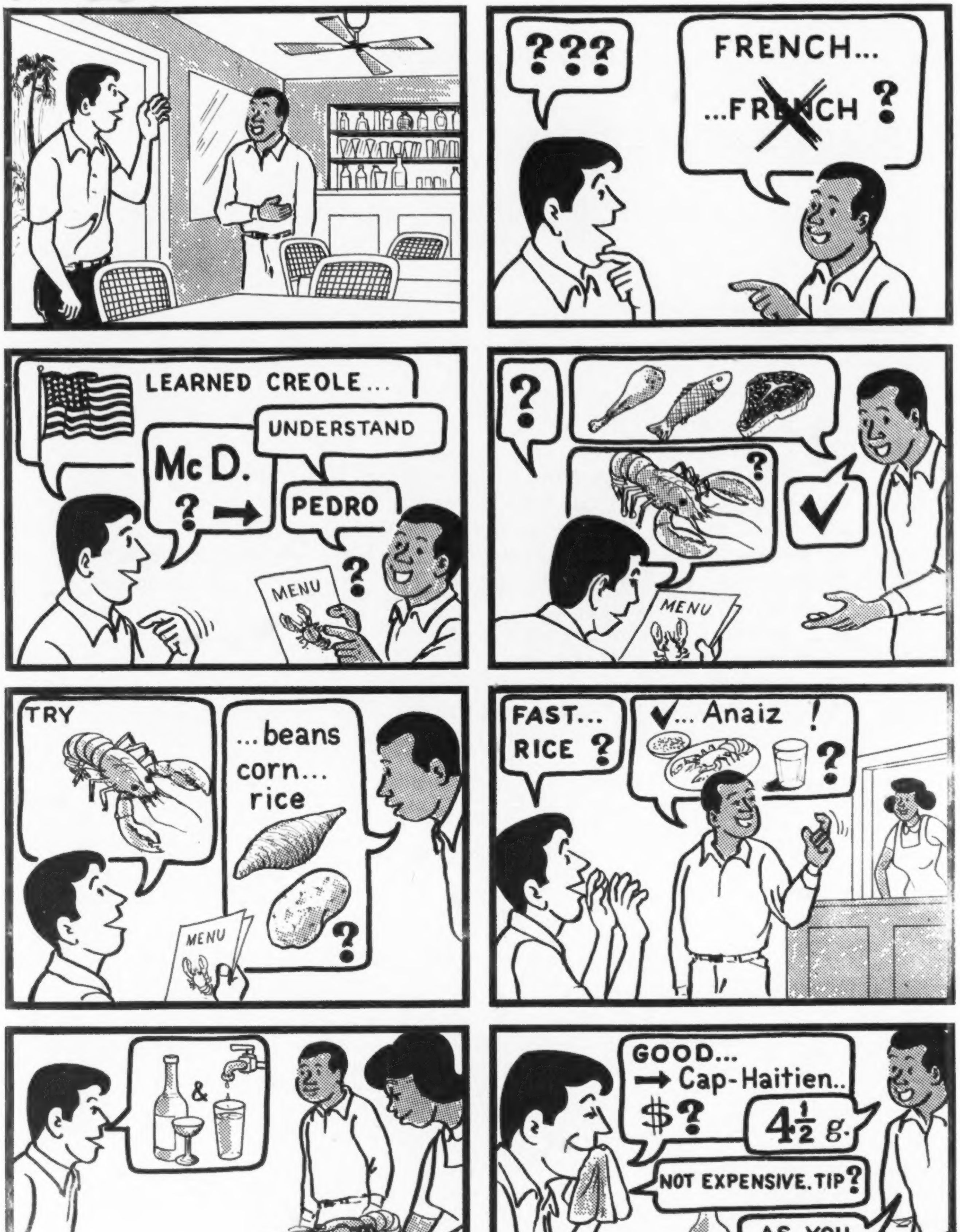
(e.) M p ap malad.
I won't be sick.

(f.) M p ap la.
I won't be there.

(g.) M p ap Pòtoprens.
I won't be in Port-au-Prince.

(h.) M p ap konnen.
I won't know.

Lesson 12


???
FRENCH...
...FRENCH ?
LEARNED CREOLE...
Mc D. ? →
UNDERSTAND
PEDRO
MENU
?
?
?
✓
MENU
TRY
...beans corn... rice
?
MENU
FAST... RICE ?
✓... Anaiz ! ?
&
GOOD... → Cap-Haitien..
$?
4½ g.
NOT EXPENSIVE. TIP?
AS YOU WISH.

III. RECITATION

A. Recitation of the Dialogue

Teaching Hint: Use as many realia of the restaurant as possible.

B. Questions:

1-18. Valdman, page 147.
19. Ki koté Makdonal entré?
20. Ki moun ki mèt réstoran-an?
21. Lè Pédro ouè Makdonal, ki lang li palé?
22. Ou sonjé sa Pédro té di Makdonal?
23. Kouman ou ta di en kréòl: "Entrez, je vous prie."?
24. E kouman ou ta di an kréòl: "Que désirez-vous?"
25. Makdonal té konprann sa Pédro té di l an fransé?
26. Makdonal sé anglé?
27. Ki koté l aprann palé kréòl?
28. Nou konn palé fransé?
29. E anglé?
30. Nou konn manjé roma isit?

IV. PRONUNCIATION AND GRAMMAR DRILLS

1. Pronunciation Drill: /j/ and /gn/

   Use Tape No. 12.

   See Valdman, page 13.

2. Lexical Variation Exercises:

   See Valdman, pages 145-146.

3. Dialogue Expansion:

   Refer to Tape No. 12.

4. Grammar Exercises:

   See Valdman, page 148 (top), A.
   page 148 (bottom), A.
   page 149 f, A.

V. TOWARD FREE CONVERSATION

Students ask each other the questions they prepared as homework.

L. 12

VI. NARRATION

A. Narration

Valdman, page 150: text.
Tape No. 12.

B. Questions

1-13. See Valdman, page 150.
14. Sé apré Plézans Makdonal kontré ak Loui?
15. Gen anpil bagay pou manjé kay Pédro?
16. Gen bon réstoran nan Pòtoprens?
17. E isit Montéré?
18. Ou kab jouenn bon roma nan réstoran isit?
19. E duri?
20. Ou konn manjé duri ak poul?

21. Ou manjé poua rouj déja?
22. E ou, ou manjé mai moulen déja?
23. Poua kongo se youn bon manjé?
24. M ka jouenn patat isit?
25. Eské yo bon?
26. Ki moun ki manjé poua kongo déja?
27. Lè Makdonal mandé Pédro ki sa ki gen pou manjé, sa Pédro réponn ni? (Use ke (that) in your answer).
28. Ki sa ki gen pou manjé ka Pédro?
29. Sé roma seùlman Makdonal mandé?
30. Nou kapab manjé pou kat goud é dmi nan réstoran O Zétazuni?

31. Eske roma chè isit Montéré?
32. Konben ou kapab péyé pou youn ronma isit?
33. Nou té manjé anvan n vini isit maten-an?
34. Si nou té Pòtoprens, nou pral O Kap, nou ta kapab jouenn rout nou?
35. Lè youn moun pa konn youn rout, ki sa pou l fè?
36. Ou konn palé pangnol?
37. Ki lang n ap aprann koulié-a?
38. Eske li trouazeù é dmi?
39. Yo vann pouason fré Montéré?
40. Amériken bouè anpil lèt?

VOCABULARY

Aiti, pr. n.	Haiti
anglé, n.	English
antré, v.	to enter, to come in
anvan, avan, prep.	before
aprann, v.	to learn
beùf, bèf, n.	beef
bouè, v.	to drink
biè, n.	beer
bien (before an adj.)adv.	very
chè, adj.	expensive
dlo, n.	water
dmi, adj.	half
duven, n.	wine
duri, n.	rice
fré, adj.	fresh, cold
ke, ké,pron. or conj.	that, which
koka-kola, n.	coca-cola
kòm, kou, conj.	like, as
lang, n.	language
lèt, n.	milk
mai, n.	corn
mai moulen, n. phr.	corn grits
men oui, adv.	yes, of course; but yes
mèt, n.	owner, manager
moulen, n.	mill
nòt, n.	check, bill

Pangnòl, n.	Spanish
patat, n.	sweet potato
Pédro, pr. n.	Peter
péyé, v.	to pay
pòm de tè, ponm dé tè, n. phr.	potato
poua, n.	beans, peas
poua ak duri, n. phr.	rice and beans
poua kongo, n. phr.	Congo beans, pigeon peas
poua rouj, n. phr.	red beans
pouason, n.	fish
pouboua, n.	tip
poul, n.	chicken
réponn, v.	to reply, to answer
répons, n.	answer
roma, n.	lobster
seùlman, sèlman, adv.	only
sèvi, v.	to serve
séyé, v.	to try
sézi, v.	to be surprised
tandé, v.	to hear
tip, tép, n.	tip
vini, vin, v.	to come
viann, n.	meat
viann beùf, viann bèf, n. phr.	beef

Idiomatic Expressions

Entrez, je vous en prie	(French) Please come in
kouman li fè	how is it, how can it be
Que désirez-vous?	(French) What would you like?

Lesson 13

ARRIVAL IN PORT-AU-PRINCE

Mr. MacDonald, an American journalist, arrives in Port-au-Prince at Mai Gaté Airport. He loses his way in the airport.

Leon : Hello, sir.
MacDonald: Oh, hello, sir.

Leon : Ah, you speak Creole?
MacDonald: Of course, I do.

Leon : Where did you learn it?
MacDonald: I learned to speak Creole in the United States.

Leon : Amazing! You speak Creole like a native. Where are you going? You have just landed?
MacDonald: Yes, I've just landed.

Leon : That's not the way! That's for employees only.
MacDonald: Which way do I go?

Leon : Follow me. I'll show you. Do you see Gate No. 1? You have to show your passport there.
MacDonald: Where is the customs desk?

Leon : The customs desk is at Gate No. 2. It's there that they inspect your luggage: suitcases, attache-case, etc.
MacDonald: Thanks very much. Allow me to introduce myself. My name is MacDonald. I'm a journalist.

Leon : My name is Leon. I'm a Pan American employee. I'll see you.

I. PERCEPTION DRILL

1. Kouté pa répété:

Sé té youn foua, deu nèg ki rantré nan youn réstoran, pou yo manjé. Yo té grangou anpil, men yo pa t gen kòb. Yo chita yo manjé bien manjé. Lè yo fin manjé, yo tann kon mèt réstoran-an antré tou lé deu kouri al fè rout yo. Yo pa péyé. Manjé sa-a pa kap fè bien pou yo. Sé pou yo té jouenn youn lòt jan pou yo fè sa.

Kounié-a répété apré mouen.

2. Pattern: noun/noun phrase + sa-a

Kouté épi répété:

Nèg-la konn palé anglè. Ki nèg? Nèg sa-a? Oui, nèg sa-a.
Blan-an konn palé kréòl. Ki blan? Blan sa-a.
Mai pratik-la pa bon. E mai sa-a? Sa-a bon.
M achté légum-nan. Légum sa-a bon.
Liv sa-a pa pou mouen.

Replace the definite article with the demonstrative sa-a:

CUE	STUDENT(S)
Beùf-la manjé bien.	Beùf sa-a manjé bien.
Oto-a pa pou mouen.	Oto sa-a pa pou mouen.
Duri-a gen gro grenn.	
Réstoran-an sé youn bon réstoran.	
Lajan-an la pou n achté youn oto.	
Rété tann sou galri-a.	
Dlo-a pa bon pou bouè.	
Machann-nan pa vann roma.	
Pouason-an bien fré.	
Chofeù-a travay boneù.	
Msieu-a kouazé M. Jones.	
M achté mai moulen-an.	

3. Pattern: noun or noun phrase + sa-yo

Kouté épi répété:

M vlé achté liv yo. Ki liv ?Liv sa-yo.
Machann yo vann déja. Machann sa-yo vann déja.
Poul sa-yo piti. Tout ti-moun sa-yo sé pitit mouen.

Replace the definite article (plural) with the demonstrative sa-yo:

CUE	STUDENT(S)
Madanm-nan mandé chè pou poul yo.	Madanm-nan mandé chè pou poul sa-yo.
Tout jounalis yo palé kréol.	Tout jounalis sa-yo palé kréol.
Nèg-la pran valiz-yo.	
Maché anba galri yo, ou a rivé.	
Kamionèt yo pral Pétionvil.	
Magazen yo louvri a neuveù.	
Klou yo pa ka sèvi.	
Yo pa péyé moulen yo.	
Oto yo pa pou mouen.	
Restoran yo sé bon réstoran.	

4. sé té = it/he/she was

Kouté épi répété:

Lè nou té rivé Plézans, nou t al nan youn réstoran.
Sé té youn bon réstoran. Nou té manjé bien.
Lakasad té kontré ak Jones. Sé té youn misionè.

Transform the following sentences by using the form se te:

CUE	STUDENT(S)
Li té kontré youn jounalis amériken.	Sé té youn jounalis amériken l té kontré.
M té désann lavil youn aprémidi.	Sé té youn aprémidi m té désann lavil.
Li té voyé youn dépèch.	
M t ap mandé youn ranséyman.	
Makdonal té rivé Plézans.	
Nou té blié liv nou.	
Yo té bouè biè.	
Li té achté youn pè soulié.	
Li t ap palé Kréol.	
Nou té rélé youn kamionèt Pétionvil.	
Yo t al Anbasad Amérikèn.	
Li té manjé roma ak duri.	

5. Pattern: Repetition for emphasis

Kouté épi répété:

Makdonal rivé kay Pédro. Li grangou. Li chita l manjé bien manjé.

Toma pa jouenn Chal lakay li. Li pa vlé tann-ni. Men li bezouen n. Li tann ni bien tann.

Use the repetition of the verb for emphasis in the following sentences:

CUE	STUDENT(S)
Nou pa t vlé tounen.	Nou tounen bien tounen.
Toma travay anpil.	Toma travay bien travay.
Li manje pouason, mai moulen ak poua rouj.	
Yo palé ak madanm yo deuzeu.	
Nou réponn tou sa yo mandé nou.	
Papa m pa t vlé poté Tijo.	
Nou pa t vlé aprann kreol.	
Makdonal bouè anpil duven ak biè.	
M maché tout lavil-la.	
Li cheché youn kay tout apremidi-a.	
Tijo mizé anpil.	
Yo achte anpil bagay lavil-la.	

6. . . .Kouri al fè rout... Precede it with the cue, then add the appropriate word at the end:

CUE	STUDENT(S)
Makdonal	Madkonal kouri al fè rout li.
mouen	M kouri al fè rout mouen.
nou	
ti-gason-an	
ou	
yo	
misionè-a	
pratik-la	
mouen	
li	
ti-moun yo	
madanm-nan	

7. Kouté épi répété:

M bezouen achté youn liv. Ki sa pou m fè? Fò ou achté liv-la. Sé pou ou achté liv-la.
Makdonal grangou. Ki sa pou l fè? Fò l manjé. Sé pou l manjé.

Sé pou n palé kréòl tankou aisien. Sé pou n travay anpil.

Transform the following sentences, using the expression se pou 'must, have to':

CUE	STUDENT(S)
Li ta vlé manjé.	Sé pou l manjé.
M bezouen achté youn liv kréòl.	Se pou ou achte youn liv kréòl.
Nou ta rété oto sa-a.	
Yo ta manjé duri ak poua rouj.	
Makdonal ta rélé chofeù-a.	
Ou ta bouè youn biè.	
Li ta pran youn kamionèt Koua dè Boukè.	
Ti moun yo ta vlé retounen boneù.	
Nèg sa-a ta vlé aprann fransé.	
M ta manjé patat ak viann beùf.	
Misionè-a téléfoné madanm ni.	
M ta voyé lajan pou ti-moun yo.	

8. Kouté épi répété:

M ouè msieu ak madan Chal. M ouè tou lé deu. Machannnan gen deu poul. Manman m achté tou lé deu. Chal gen youn tounvis, li gen youn mato. Li poté tou lé deu zouti yo.

Make the necessary changes. Use the expression tou lé deu, 'both':

CUE	STUDENT(S)
Chal poté tounvis, li poté mato.	Li poté tou lé deu.
Manman m achté deu poul.	L achté tou lé deu.
M resevoua deu liv kréòl.	
Nou manjé poul, nou manjé roma.	
Li bouè dlo, li bouè biè.	
Tijo sanblé papa l ak manman n.	
M gadé Ti-Mari, m gadé Tijo.	
Ou montré katédral-la, ak buro dépèch-la.	
Nou tann Gabi ak Anita.	
Yo jouenn beùf-la, yo jouenn poul-la.	
Li moulen mai-a ak duri-a.	
Ou téléfonnen madanm ou avèk manman ou.	

9. Kouté épi répété:

Makdonal: Hé, stop!
Loui: Ki sa ki genyen?

M: Ki rout pou m fè pou m alé Plézans?
L: Men, ou fèk pasé Plézans.

M: M pa t konn sa. Mèsi anpil. Men, ou palé anglé bien.
L: Mèsi, monchè. M palé pangnol, italien ak alman tou. Ki lang ou palé?

M: Mouen-menm palé potugè, chinoua ak japonè.
L: Kounié-a, sé pou tout moun palé anpil lang.

M: Oui, monchè. M alé.
L: Mèsi.

10. Kouté épi répété:

a. M maché anpil jodi-a. Ban m fè youn ti chita.
Vin pran sa-a pou mouen.

Men, m fèk chita.

b. Bonjou manman.
Bonjou Tijo.

Al chèché dlo pou mouen.
Men, m fèk rivé.

c. Makdonal té fèk pasé Gonaiv, leù l kontré Loui.

Use the auxiliary fèk in the following sentences to indicate an immediate past action:

CUE	STUDENT(S)
Li péyé kay-la.	Li fèk péyé kay-la.
Madanm mouen téléfoné m.	Madanm mouen fèk téléfoné m.
Y aprann kréòl.	
M antré sot-lavil.	
Makdonal bouè youn biè.	
Ti-moun yo désann lapòs.	
Ti-gason-an fin manjé.	
Nou jouenn bèuf-la.	
M pran paspò-a.	
Li kontré Gabi ak Toma.	
Yo resevoua jounalis-la.	
Machann-nan sot moulen duri.	

11. Students ask the question Ki lang ou palé? of each other. The answer is to be according to the cue word:

CUE	STUDENT(S)
chinoua	M palé chinoua.
italien	M palé italien.
fransé	
japonè	
anglé	
alman	
kréòl	
potugè	
rus	
pangnol	
italien	
chinoua	

Presentation of the Dialogue:

References: Valdman, page 153.
Tape No. 13.

II. DIALOGUE

1. Grammar

   a. Explain the grammar features of the lesson.

   b. Refer to Valdman, pages 157, 159, and 160.

2. Vocabulary

   a. Pronounce it. Refer to Tape No. 13.

   b. Refer to Valdman, page 163.

3. Dialogue

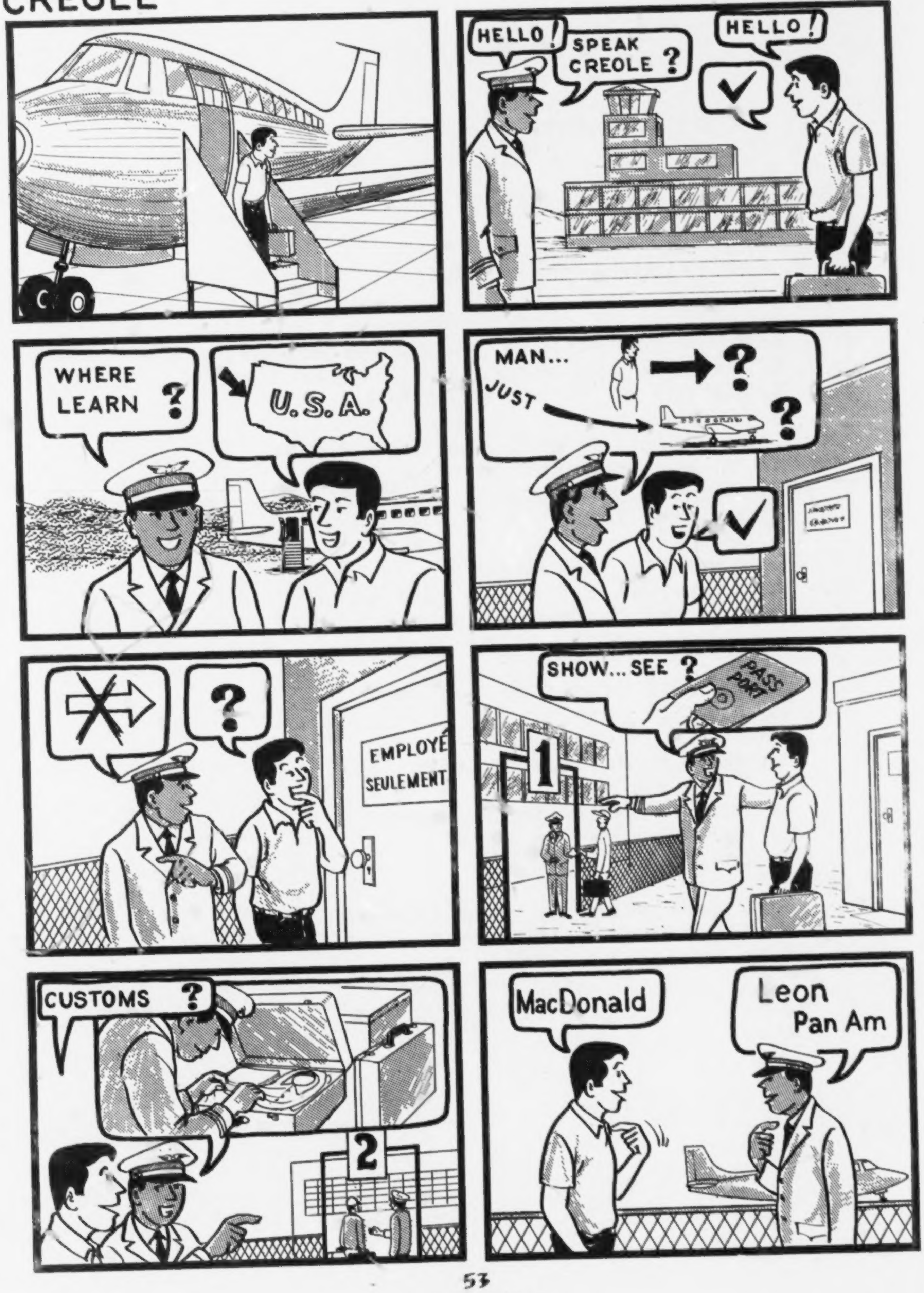
   Refer to Tape No. 13.

HOMEWORK

1. Memorize the Dialogue. (Valdman, page 153)
2. Read again the Grammar Notes. (Valdman, pages 157, 159, 160)
3. Check your knowledge of the Vocabulary.

CREOLE

Lesson 13


HELLO!
SPEAK CREOLE ?
HELLO!
✓
WHERE LEARN ?
U.S.A.
MAN...
JUST
?
?
✓
?
EMPLOYÉ SEULEMENT
SHOW... SEE ?
PASS PORT
1
CUSTOMS ?
2
MacDonald
Leon Pan Am

III. RECITATION

A. Reenact the Dialogue.

B. Answer the following questions:

1-8, See Valdman, pages 156-157.

9. Ki koté avion débaké Pòtoprens?
10. Ki koté pou ou pasé leù ou fèk débaké?
11. Ki buro ki pòt numéro en? (imigrasion)
12. Ki sa pou ou fè nan buro sa-a?

13. Leù ou fini ak paspò ou, ki sa pou ou fè ankò?
14. Ki bò pou ou resevoua bagaj ou?
15. Ki moun ki di Makdonal tout bagay sa-yo? (Léon)
16. Ki moun ki Léon?

17. Léon konnen tout bagay?
18. Ki travay li fè? (bay ranséyman)
19. Ki moun ki bezouen ranséyman?
20. Eske Makdonal té konnen koté pou l alé?

21. Eske li té pran youn bon rout?
22. Ki rout li pran?
23. Kouman li jouenn rout li?
24. Ki sa Léon di l fè? (suiv li)

25. Sa pou ou fè nan imigrasion?
26. Ki koté pou ou alé apré?
27. Ki bò ladouann-nan yé?

28. Eske tout moun pou pasé ladouann?
29. Ki sa pou ou fè ladouann?
30. Eske Makdonal prézanté li bay Léon?

IV. EXERCISES, TRANSLATIONS, TEST

1. Lexical Variation Exercises
   - a. Tape No. 13.
   - b. Valdman, page 156.
2. Grammar Exercises
   - a. Tape No. 13.
   - b. Valdman, pages 157-161-B.
3. Translation
   - a. Tape No. 13.
   - b. Valdman, pages 158 f, 160, and 160 f.
4. Test
   - a. Tape No. 13.
   - b. Valdman, page 157.

V. LIBRARY ASSIGNMENT

Independent Study

Students go to the library and continue to read the books they have chosen for their reports.

VI. NARRATION

1. Study the notes on the narration in Valdman, page 162.
2. Listen to and repeat the narration.
    a. Tape No. 13.
    b. Valdman, pages 162-163.
3. Ask and answer questions on the narration.
    a. Tape No. 13.
    b. Valdman, pages 162-163.
4. Do the question-answer drill in Valdman, page 161.
5. Do the response drill in Valdman, page 161.

VOCABULARY

aéropò, n.	airport
aéropò Mai Gaté, n. phr.	Mai Gaté Airport (Haiti's international airport; lit., airport of spoiled corn)
alman, n. or adj.	German
ankò, adv.	yet
anplouayé, n.	employee
avion, n.	plane
bagaj, n.	baggage
bandé, v.	to tie
baton, n.	stick
chanjé, v.	to change
chèk, n.	check
chinoua, n. or adj.	Chinese
débaké, v.	to land, to unload, to to disembark
dépozé, v.	to deposit
désidé, v.	to decide
un, en, num.	one (see numero en)
fèk, v.	to have just
frè, n.	brother
gaté, v.	to spoil
imigrasion, n. or adj.	immigration
italien, n. or adj.	Italian
japonè, n. or adj.	Japanese
jé, n.	eye
kazèn, n.	barracks
kòb, n.	money, cent
kouri, v.	to run
kouri alé fè rout, v. phr.	to run away (lit., to run to go to make one's way)
ladouann, n.	customs
Léon, pr. n.	Leon

maché, v.	to work, to function (machine or instrument)
malèt, n.	small suitcase, attache case
matant, tant, n.	aunt
numéro, n.	number
numéro en, n. phr.	number one
pakèt, n.	package, bundle
Pann Amérikann, pr. n.	Pan American
pasé, v.	to take place
paspò, n.	passport
plédé, v.	to argue
pòt, n.	gate
pòtuge, n. or adj.	Portugese
prézanté, v.	to introduce
rantré, v.	to come in, to return
resevoua, résévoua, v.	to receive
rus, n. or adj.	Russian
sè, seù, n.	sister
suiv, v.	to follow
tankou, kou, conj.	like
tonbé, v.	to fall
tonton, nonk, n.	uncle, old man
tou lé deu, pron.	both, both of them
valiz, n.	suitcase

Idiomatic Expressions

sé té youn foua	once upon a time

Lesson 14

PASSPORT CHECK

Mr. MacDonald finds his way. He arrived at the passport control counter and is now before the passport control inspector.

Inspector: Your passport, please. (English)

MacDonald: Here it is.

Inspector: What did you say? (English)

MacDonald: I said: here it is. Didn't you ask me for my passport? Here it is.

Inspector: You're not kidding! Your sure know how to speak Creole! Have you been in this country before?

MacDonald: No, sir. It's my first time visiting Haiti.

Inspector: I can't believe it! Are you a professor?

MacDonald: No, I'm a journalist.

Inspector: Ah, yes, that's written in your passport. Your name is.....?

MacDonald: My name is MacDonald.

Inspector: Fine, Mr. MacDonald. Here's your passport. Everything's in order.

L. 14

Mr. MacDonald is now looking for a taxi to take him to a hotel.

Driver: Good morning, sir. You are looking for a driver? (English)

MacDonald: Yes, sir. I'm looking for a driver who knows how to speak Creole.

Driver: I can't believe it! I'm a native speaker of Creole, that's for sure, Mr. "Whiteman"! I thought you didn't speak Creole.

MacDonald: I am looking for a hotel that's cool and quite comfortable and not too expensive.

Driver: I know a few hotels. I'll show them to you. Is that your baggage.

MacDonald: Yes, that's all I have.

Driver: O.K., let's go.

I. PERCEPTION DRILL

1. DIALOGUE SECTION. Situation: Makdonal fèk débaké Mai Gaté. Li nan imigrasion kouté sa l ap di ak kontroleù-a:

Characters:

Kontroleù: Ban m paspò ou.
Makdonal: Men ni.

K: Koté l?

M: Apa paspò-m-nan.

K: Mèsi. M ouè ou sé jounalis.

M: Oui, monchè, é ou, ki sa ou yé?

K: M sé kontroleù sèvis paspò-a. Men paspò-ou-la. Tout bagay ou an règ. M pral montré ou koté pou ou pran "on" (youn) taksi.

M: Bon, an alé.

An nou répété sa kontroleù-a ak Makdonal sot di. Students repeat the dialogue line by line.

2. Kouté épi répété:

Kot imigrasion-an? - Men ni devan ou.
E koté bagaj-ou? - Men yo bò pòt-la.

M pral téléfonnen Loui. - Ou pa bezouen téléfoné l, men l ap vini la-a.

Use the word men 'here is, here are' with the nouns of the following sentences:

CUE	STUDENT(S)
M fèk achté patat.	Men patat yo.
M sot bouè youn koka-kola.	Men koka-kola-a.

CUE

Li mandé Pòm-de-tè.
Nou vlé duven.
Yo ta bouè biè.
Yo sèvi nou pouason.
Men, m té vlé viann beùf.
Anaiz sèvi Makdonal roma.
Li ba nou youn bon répons.
Nou ta manjé poua kongo.
M bezouen deu goud.
M ouè, Makdonal.

3. Use the word apa ' here is, here are' with the nouns of the following sentences:

CUE	STUDENT(S)
M ta bouè kokoyé.	Apa kokoyé, bouè non.
M ta palé ak proféseù-a.	Apa proféseù-a, palé ak li non.
M vlé kontinué nan oto-a.	
M ta loué kay-la.	
M vlé fè konèsans jounalis-la.	
M vlé manjé mai moulen.	
M ta sèvi l patat ak viann.	
M ta monté avion-an.	
M ta moulen viann-nan.	
M vlé débaké Pòtoprens.	
M ta vlé alé imigrasion.	
M ta vlé pasé Mai Gaté.	

4. Pattern: noun + possessive + definite (singular/ plural) EXCEPTION: noun + yo, never noun + yo + yo.

Kouté épi répété:

Men liv-la. Sé liv-mouen. M ap pran liv-mouen-an. Sé pa liv-ou-a.

But: Men mato-a. Sé mato nou. N ap pran mato-nou-an.

5. Use the possessive plus the definite singular noun marker. Remember: The definite singular marker varies according to the last sound of the possessive.

CUE	STUDENT(S)
M pran liv-la.	M pran liv mouen-an.
Li poté mato-a.	Li poté mato-l-la.
Nou chanjé chèk-la.	
Yo dépozé baton-an.	
M gaté frè-a.	
Nou prézanté tonton-an.	
Li suiv sè-a.	
Li rantré valiz-la.	
Yo pran senk goud-la.	
Nou péyé beùf-la.	
Mouen bouè duven-an.	
Yo louvri pòt-la.	

6. Use the definite plural. Remember: The possessive yo is never followed by the definite plural yo.

CUE	STUDENT(S)
Nou bouè kokoyé-yo.	Nou bouè kokoyé-n-yo.
Li rantré valiz-yo.	Li rantré valiz-li-yo.
Yo pran baton-yo.	Yo pran baton yo.
M blié chen-yo.	
Li kité poul yo.	
Non tandé moulen-yo.	
M pran malèt-yo.	
Yo retounen chèk yo.	
M gen kokoyé-yo.	
M chanjé kèstion-yo.	
Li répété répons yo.	
Yo konté la[illegible]n yo.	
Nou maké bèuf yo.	

7. Pattern: Annou/Ann = let's (imperative)

Kouté épi répété:

Nou grangou. Manjé-a sèvi. Ann/Annou manjé.

Nou vlé al sinéma. Leù sinéma-a rivé. Ann al sinéma.
Nou souaf. Men dlo devan nou. Annou/ Ann bouè dlo.
Nou bezouen téléfoné. Men youn téléfone isit-la.
Annou/Ann téléfonnen.

8. Use the imperative form Annou or Ann (let's) with the following verbs:

CUE	STUDENT(S)
Nou vlé tounen Enstitu fransé.	Annou (Ann) tounen Enstitu fransé.
Nou vlé bouè lèt.	Ann (Annou) bouè lèt.
Nou vlé chanjé kay.	
Nou vlé loué buro sa-a.	
Nou vlé désann lavil.	
Nou vlé dépozé pakèt-la.	
Nou vlé al fè rout nou.	
Nou vlé pasé Anbasad amérikèn.	
Nou vlé vann poul yo.	
Nou vlé téléfonnen manman nou.	
Nou vlé réponn lèt proféseù-a.	
Nou vlé suiv madanm-nan.	

9. Kouté épi répété:

M sé étudian. M pa kultivateù.
Li sé dokteù. Li pa chofeù.

Eske nou sé kultivateù? Non, nou pa kultivateù.
Eske nou sé étudian? Oui, nou sé étudian.

10. Change the last word according to the cue word, then render the sentence in the negative:

CUE	SENTENCE	NEGATIVE
étudian	M sé étudian.	M pa étudian.
proféseù	M sé proféseù.	M pa proféseù.
kultivateù		
chofeù		
dokteù		
kontroleù sèvis paspò		
jòunalis		
bòs		
anplouayé Pann Amérikann		
amériken		
machann		
aisien		

11. Pattern: subject + sé + noun = Sé + noun + subject + yé

Kouté épi répété:

M sé proféseù. Sé proféseù mouen yé.
Nou sé étudian. Sé étudian nou yé.
Sé dokteù li yé. Sé pa chofeù li yé.
Eske sé kultivateù li yé? Non, sé pa kultivateù li yé.
Eske yo Pòtoprens? Men oui, sé Pòtoprens yo yé.
Li isit? Men oui, sé isit li yé.

12. Render in the emphatic form with sé...yé.

CUE	STUDENT(S)
Nou sé étudian.	Sé étudian nou yé.
Li pa kultivateù.	Se pa kultivateu li yé.
Yo an Aiti.	Se an Aiti yo yé.
M isit.	Se isit mouen yé.
Yo sé dokteù.	
M pa chofeù.	
Nou pa chen.	
Li lavil.	
Nou sé amériken.	
M sé proféseù.	
Ou pa kontroleù sèvis paspò.	
Yo pa anplouayé Pann Amérikann.	
Nou Pòtoprens.	
M pa Aisien.	

13. Kouté épi répété:

Sé youn bon liv. S on bon liv.

M gen youn ti-poul lakay. M g on ti-poul lakay.

Madann mouen fè youn poua kongo ak duri.

Madann mouen fè on poua kongo ak duri.

14. Repeat the following sentences and replace youn with on:

CUE	STUDENT(S)
M ouè youn ti-beùf.	M ouè on ti-beùf.
Li gen youn bon liv.	L g on bon liv.
Sé youn doktèu.	S on dokteù.
Nou bouè biè.	
Li changé youn chèk.	
Sé youn proféseù kreòl.	
Yo gen youn pitit gason.	
M konnen youn proveb.	
Yo manjé youn poul.	
Sé youn machann légum.	
Nou gen youn oto.	
Li sè youn jounalis.	
M gen youn valiz.	

Presentation of the Dialogue

Reference: Valdman, page 165.

II. DIALOGUE

1. Vocabulary

   a. Listen to Tape No. 14.

   b. Compare with Valdman, pages 178-179.

2. Grammar

   Read the Notes in Valdman, pages 171, 172, and 173.

3. Dialogue

   Listen several times to the Dialogue on Tape No. 14.

HOMEWORK

A. Review the vocabulary.

B. Memorize the dialogue.

C. Read the grammar notes in Valdman, pages 171, 172, and 173.

Note the following:

1. General rules for the definite articles:

   a. a after an oral vowel.

      Ex: dlo-a, duri-a, pié-a, dèyè-a.

   b. la after a non-nasal consonant.

      Ex: kay-la, liv-la, dépèch-la, kamionèt-la.

c. an after a nasal vowel.

Ex: duven-an, étudian-an, avion-an, chen-an.

d. nan after a nasal consonant.

Ex. kazèn-nan, viann-nan, madanm-nan.

Exceptions:

a. When the sound ou is preceded by a nasal consonant sound, the following definite article is an instead of a.

Ex: beùf-ou-a, klou-a, bonjou-a

but: madanm-ou-an, beùf-nou-an
machamn-ou-an.

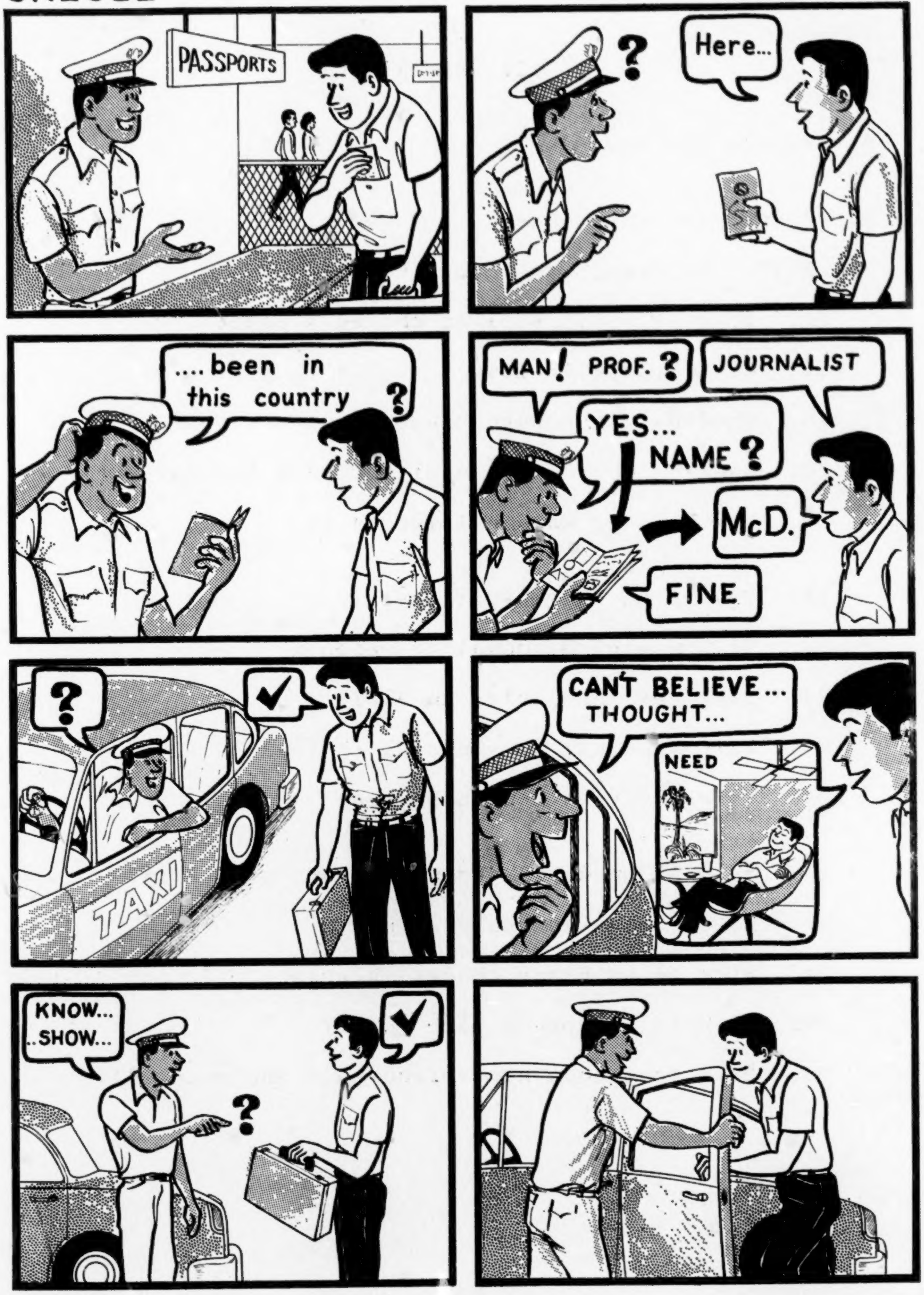
b. When the sound ou is preceded by a nasal vowel, it sounds like /w/ and the following definite article is nan.

Ex: chen-ou-nan, duven-ou-nan
baton-ou-nan, étudian-ou-nan

2. Sé 'to be' is used in the affirmative form, deleted in the negative form.

Ex: M sé proféseù. M pa proféseù.
Li sé youn bon ti-moun.
Li pa youn bon ti-moun.

3. Youn is occasionally pronounced on after sé or gen. It then has a long sound and only the consonant sounds of the verbs remain.


PASSPORTS
?
Here...
....been in this country ?
MAN! PROF. ?
JOURNALIST
YES...
NAME ?
McD.
FINE
?
✓
TAXI
CAN'T BELIEVE... THOUGHT...
NEED
KNOW... ..SHOW...
?
✓

III. RECITATION

A. Recite the dialogue.

B. Answer the questions:

1-15. Valdman, page 170.

16. Eske sé kréòl seùlman chofeù-a palé?
17. Ki lòt lang li palé?
18. Chofeù-a té konnen Makdonal palé kréòl?
19. Nan ki lang chofeù-a di Makdonal bonjou?
20. Nan ki lang Makdonal réponn ni?

21. Pou ki sa chofeù-a té sézi?
22. Ki jan otèl Makdonal té bezouen?
23. Eske gen anpil otèl an Aiti?
24. Eske Makdonal fè konésans chofè-a?
25. Koté chofeù-a mennen blan-an?

26. Eske sé an Aiti Makdonal aprann palé kréòl?
27. Ki bò li aprann palé kréòl?
28. Eske sé an Frans chofeù, a aprann palé anglé?
29. Ki koté li aprann palé anglé?
30. Eske tout moun kap aprann palé anglé an Aiti?

IV. EXERCISES, TRANSLATION, TEST

Tape No. 14

1. Lexical Variation Exercises

   Valdman, pages 168-170.

2. Grammar Exercises

   Valdman, pages 171 f, A and B.
   pages 173 f, A to E.

3. Translation

   Valdman, pages 174 f.

4. Test

   Valdman, pages 170 f.

V. WRITTEN COMPOSITION AND FREE EXPRESSION

1. Write a composition, about ten lines long, on any topic. - 20 minutes.
2. Read two or more of them aloud in class.
3. Have students ask questions on them at will.
4. Collect papers for correction.

VI. NARRATION

1. Read notes on the narration.

   Reference: Valdman, pages 177 f.

2. Listen to and repeat the narration.

   References: Tape No. 14.
   Valdman, page 177.

3. Answer questions on the narration.

   See Valdman, page 178.

4. Translate sentences from English into Creole.

   See Valdman, page 176.

5. Do the response drill in Valdman, page 177.

VOCABULARY

afè, zafè, n.	business
an alé, v. phr.	let's go
alumèt, n.	match
Anglad, pr. n.	(a name) Anglade (French)
apa	did you not, here is, here are, (emphasis)
bouat, bouèt, n.	box
bouch, n.	mouth
Déjan, pr. n.	(a name)
dokteù, n.	doctor
Dupon, pr. n.	(a name)
èr kondisioné, n. phr.	air conditioning
étenn, v.	to put out
étudian, n.	student
fè fré, v. phr.	to be cool
fò, adj.	strong
fouré, v.	to put
Frans, pr. n.	France
an Frans, n. phr.	in France
gidé, v.	to guide
grenn, n., adj., or adv.	unit, grain, only
jou, n.	day
joué, v.	to play
kondisioné, v.	to condition
kondui, v.	to lead; to drive
konfò, n.	comfort
kontroleù, n.	inspector
kontroleù sèvis paspò, n. phr.	passport control inspector
kréòl natif natal, n. phr.	authentic Creole
krouè, kouè, v.	to believe; to think
kultivateù, kiltivatè, n.	farmer

L. 14

lumen, limen, v.	to light
machin, n.	car; machine
mòn, n.	mountain, hill
natif natal, n. phr.	homespun
nò, n.	north
non, n.	name
otèl, n.	hotel
papa, n.	man; dad (similar to monche) O boy!
péi, n.	country; land
pisin, n.	swimming pool
proféseù, profésè, n.	professor
ralé, v.	to take out, to pull
règ, n.	rule
an règ, n. phr.	in order
réglé, v.	to settle
séré, v.	to keep
souflé, v.	to blow
sué, v.	to sweat
touyé, tué, v.	to kill
van, n.	wind
vanté, v.	to blow (the wind)

Proverb

Sòt pa tué men sòt fè sué.	Stupidity doesn't kill, but stupidity makes one sweat!

Lesson 15

I. REVIEW OF LESSONS 11 AND 12

1. Use the singular forms in the following sentences:

CUE	STUDENT(S)
Mouen bouè kokoyé yo.	Mouen bouè kokoyé-a.
Nou voyé beùf yo nan maché.	Nou voyé beùf-la nan maché.
Mouen konn moun yo.	
Li réponn késtion yo.	
Téléfòn yo pa bon.	
Ti-moun yo pa ouè kamionèt yo.	
Blan yo pa palé kréol.	
Machann yo pa gen mai.	
Li resevoua dépèch yo.	
Misionè yo kontré ti-moun yo.	
Yo fèk vizité otèl yo.	
Nou fin gadé machin yo.	

2. Pronounce the following numbers as they are flashed on cue cards:

CUE	STUDENT(S)
17	disèt
23	venntroua
98	
41	
73	
36	
89	
77	
54	
62	
74	
51	

3. Use the plural forms in the following sentences:

CUE	STUDENT(S)
Liv-la kouté chè.	Liv yo kouté chè.
Poul-la manjé mai-a.	Poul yo manjé mai yo.
Ti-gason an konn palé kréòl.	
Otèl la té gen anpil konfò.	
Misionè-a sé amériken.	
Machann-nan pa té vann duri.	
Kay-la tonbé.	
Chofeu-a pa té manjé viann-nan.	
Bank-la fèmen a katreu è dmi.	
Madanm-nan al nan maché.	
Etudian-an konn palé kréòl.	
Proféseu-a vizité péi-a.	

4. Make a sentence with each of the following words or expressions:

CUE	STUDENT(S)
Grangou	M pa manjé matèn-an, m grangou.
sou volan	Chofeu-a ap dòmi sou volan oto-a.
bèzouen	
fè konésans	
konbien	
paske	
pié kokoyé	
souaf	
goud	
ranséyman	
tou pré	
blié	

5. Answer the following questions, using paske and adding the second part of the answer at will:

CUE	STUDENT(S)
Ou pa grangou?	Non, m pa grangou paske m manjé déja.
Li palé kréòl?	Oui, l palé kréòl, paske l ap aprann kréòl.
Nou ralé beùf-la?	
Ti-moun yo bouè lèt-la?	
Kontroleù-a di ou alé?	
Yo pral a lotèl?	
M tè bouè anpil dlo?	
Li va rété Plèzans?	
Ou ta rélé seù-ou-la?	
Ou ta téléfonnen madanm ou?	
M a kondui Makdonal O Kap?	
Li té pran youn kamionèt?	

6. Use the past progressive form in the following sentences:

CUE	STUDENT(S)
L al lavil.	Li t apral lavil.
M manjé nan réstoran-an.	M t ap manjé nan réstoran-an.
Nou touyé poul-la.	
Li séyé machin-nan.	
Ou ralé bouat-la.	
Yo kondui dokteù-a lakay.	
L al monté èr kondisioné-a.	
Ti gason-an joué ak manman-ni.	
N al mandé nouvèl Anglad.	
M palé ak proféseù-a.	
Y al ouè pisin-nan.	
Li fouré alumèt-la nan bouch-li.	

7. Render in the negative. Remember: The negative form form for the future is p ap.

CUE	STUDENT(S)
M té gen lajan.	M pa t gen lajan.
Li t ap manjé.	Li pa t ap manjé.
M a travay.	M p ap travay.
Yo t ap ouvri pòt-la.	
Nou té chita nan pisin-nan.	
Li t al rélé dokteù-a.	
Li t ap vantré anpil jou sa-a.	
Y a bandé jé li.	
Asèn té désidé pou l al O Kap.	
Bagay-la té pasé devan m.	
Té fè fré jou sa-a.	
L a chanjé paspò m.	
Nou t ap dépozé bouat-la anba kay-la.	

8. Compose a sentence on the pattern Si.....té.....ta.....

9. Kouté épi répété:

Youn blan amériken té vin vizité Aiti. Sé té premié foua li té vini. Li débaké Pòtoprens, nan aéropò Mai Gaté, youn jou aprémidi, a senkèu. Li té aprann palé kréol nan péi li, O Zétazuni, anvan li té fè vouayaj-la, paské li té kouè kè pa t gen moun ki kab palé anglé an Aiti. Sé sa ki fè kè li sézi lèu li jouènn anpil moun ki palé anglé; épi tout moun sézi tou lèu yo tandé blan-an palé kréòl-la bien. Pa gen anpil moun lòt péi ki palé kréòl anvan yo vin an Aiti.

Gen anpil aisien ki palé anglé, pangnòl, potugè, italien, alman. Genyen menm kèk aisien ki palé chinoua, japonè, ak rus.

Lè blan-an rivé anba lavil Pòtoprens, bò magazen yo, li sézi pou l ouè jan gen anpil moun nan laru-a. Moun pa ka maché lèu kon sa. Gen moun nan laru, moun sou galri, moun ap maché, moun kanpé, moun chita. Moun tou patou.

10. Réponn késtion-m-yo:

a. Sé té deuzièm foua blan-an té vin Pòtoprens?

b. Nan ki vil li débaké?

c. Ki koté nan Pòtoprens li débaké?

d. Sé té youn maten?

e. A ki lèu li débaké Mai Gaté?

f. Eske li konn palé kréòl?

g. Ki koté li té aprann palé kréòl?

h. Ki koté ki péi-li?

i. Ki lèu li té aprann palé kréòl?

j. Pou ki sa li té aprann kréòl?

k. Lèu li jouènn anpil moun ki konn palé anglé, ki sa ki rivé?

l. Aisien ki tandé blan-an ap palé kréòl pa sézi?

m. Gen anpil moun lòt péi ki aprann palé kréòl avan yo vin an Aiti?

n. Gen aisien ki konn palé lòt lang?

o. Ki lòt lang yo konn palé?

p. Gen anpil moun ki palé chinoua, japonè ak rus an Aiti?

q. Lè blan-an rivé anba lavil Pòtoprens ki sa li ouè anpil nan laru-a?

r. Eske li sézi?

s. Moun ka maché nan laru-a leù gen anpil moun?

t. Eske moun ka maché bien anba galri-yo?

u. Moun ki sou galri-yo, sé maché seùlman y ap maché?

v. Gen moun tou patou alò?

II. INDEPENDENT STUDY

1. Study the materials for Lessons 11 and 12 on your own, with or without tapes.
2. Write down any questions you may have on either lesson.

HOMEWORK

Review Lessons 11-14 in preparation for a quiz.

III. REVIEW OF LESSONS 13 AND 14

1. Replace the definite article with the demonstrative sa-a and put the sentence in the negative form.

CUE	STUDENT(S)
Manjé-a bon.	Manjé sa-a pa bon.
Madanm-nan poté légum.	Madanm sa-a pa poté légum.
Oto-a kouté chè.	
Nèg-la palé pangnòl.	
Machann-nan vann mai moulen.	
Rout-la kouazé Gran Ru.	
Pakèt-la gen anpil liv.	
Kamionèt-la pral Kafou.	
Ti-gason-an sot Bizoton.	
Paspò-a sé pou Léon.	
Nèg-la di tout bagay.	
Machann-nan gen lajan.	

2. Replace the definite article with the plural demonstrative sa-yo and put the sentence in the negative form.

CUE	STUDENT(S)
Pisin-nan gen bèl dlo.	Pisin sa-yo pa gen bel dlo.
Dokteù-a touyé moun.	Dokteu sa-yo pa touyé moun.
Bouat-la gen alumèt.	
Règ-la pou tout moun.	
Ti-moun-nan gen gro bouch.	
Er kondisione-a maché bien.	
Etudian-an kouè sa ou di l.	
Chofeù-a konn kondui machin.	
Pòt-la fèmen a senkeù.	
Kamionèt-la fè lign Koua dè Boukè.	
Kultivateù-a konn travay.	
Moulen-an moulen tout bagay.	

3. Use the auxiliary fèk in the following sentences. Do not change the tense.

CUE	STUDENT(S)
Y av alé nan maché.	Y ava fèk alé nan maché.
Misionè-a rivé.	Misione-a fèk rivé.
Kamionèt yo pasé aéropo-a.	
Mouen achté oto sa-a.	
Manman ni téléfoné m.	
Li resevoua malèt-la.	
Nèg-la té vin ak seù li.	
A deuzeù m a manjé.	
Ti gason-an al chèché manjé-a.	
Chen-an kouri al fè rout li.	
Kontroleù-a pasé ak frè li.	
Madanm-nan fèmen bouch li.	

4. Use the form ann or annou (let's) with the following sentences. Make the necessary changes.

CUE	STUDENT(S)
Ti moun yo pral O Kap.	Ann al O Kap.
Msieu ap palé ak kontroleù	Ann palé ak kontroleù
Pann Amérikann-nan.	Pann Amérikann-nan.
Seù-m-nan pa vlé manjé manjé-a.	
Proféseù-a fè konésans blan-an.	
Chofeù-a pa kapab kondui kamionèt-la.	
Frè-ou-la pa rélé dokteù pou matant.	
Mété manjé nan bouch ti chen-an.	
Tout moun tounen Pòtoprens.	
Manman n pa té bay machann-nan lajan-an.	
Frè nou ak seù nou di msieu Dupon bonjou.	
Etudian-an ap palé kréòl ak Makdonal.	
Nou bezouen achté youn bouat alumèt.	

5. Put the following sentences in the affirmative form.

CUE	STUDENT(S)
M pa jounalis.	M sé jounalis.
Sé pa jounalis mouen yé.	Sé jounalis mouen yé.
Li pa Potoprens.	
Sé pa dokteù yo yé.	
Sé pa Pétionvil nou yé.	
Ou pa kultivateù.	
Sé pa O Kap li yé.	
Matant mouen pa machann mai moulen.	
Li pa kréòl natif natal O Kap.	
Makdonal pa aisien.	
Sé pa Gonaiv li yé.	
Nèg-la pa kontroleù paspò.	

6. Insert the possessive:

CUE	STUDENT(S)
Malèt-la (ou)	Malèt-ou-a
Chofeù-a (nou)	Chofeù-nou-an
Bagay-la (yo)	
pot kay-la (ou)	
alumèt-la (yo)	
lajan-an (mouen)	
paspò-a (li)	
sigarèt-la (nou)	
soulié-yo (yo)	
viann-nan (yo)	
pom de tè-a (li)	
restoran yo (yo)	

7. Take out the possessive and leave the noun and the definite marker.

CUE	STUDENT(S)
Duven-ou-nan	duven-an
madanm-ou-an	madanm-nan
chen-yo-a	
proféseù-nou-an	
paspò-m-nan	
étudian-yo-a	
pitit-mouen-an	
sèu-l-la	
légliz-li-a	
valiz-nou-an	
bouat-mouen-an	
soulié-m-nan	

8. Make a sentence with each of the following words:

WORD	SENTENCE
apa	Apa msieu-ak madan Loui kap vini la-a.
étenn	Nèg-la étenn sigarèt-li-a nan dlo-a.
fouré	
mòn	
grenn	
touyé	
aéropò	
débaké	
kazèn	
kouri	
pakèt	
tankou	

9. Kouté épi répété:

Otèl an Aiti gen anpil konfò, men yo kouè ké yo chè anpil. Sa pa vlé di ké yo pi chè pasé otèl O Zétazuni non, paské yo bay anpil bagay ké ou pa kab jouenn nan otèl O Zétazuni, pou menm pri-a. Sa ki kouté pi chè, sé manjé-a. Nan pri otèl an Aiti gen manjé tou, é leù yo di manjé, sé manjé. Manjé-a bon, li anpil, épi li gen duven kèk foua, épi ankò, sé toua foua pa jou. Leù ou mété pri tout manjé-sa-yo sou pri otèl O Zétazuni, ou ouè ké li pi chè. Sé sa Makdonal jouenn ki fè ké li kontan anpil. Leù ou bay kòb ou, ou ouè pou ki sa ou bay li. Sa fè ou ta vlé tounen nan péi sa-a tou.

10. Kounié-a réponn késtion-m-yo:

a. Gen otèl an Aiti?
b. Eske yo gen konfò?
c. Yo kouè ké yo chè anpil?
d. Otèl O Zétazuni pi chè?
e. Pou ki sa?
f. Nan vouayaj, ki sa ki kouté pi chè?
g. Kouman manjé-a yé an Aiti?
h. Eské pri manjé-a nan pri otèl-la?
i. Yo bay anpil manjé nan otèl-yo?

j. Ki sa yo bay kèk foua ak manjé-a? (duven)

k. Lè ou alé nan youn otèl O Zétazuni, eské ou ouè pou ki sa ou bay kòb-ou?

l. Konbien foua pa jou yo bay manjé nan otèl an Aiti?

m. Leù ou mété pri manjé troua foua pa jou sou pri otèl O Zétazuni, eske li pi chè?

n. Eske Makdonal jouenn youn bon otèl?

o. Sé pou sa li kontan?

p. Leù ou bay kòb nan youn otèl an Aiti, eské ou ouè pou ki sa ou bay-li?

q. Nou ta vlé al an Aiti?

r. Lè nou va alé an Aiti, nou pralé a lotèl?

s. Eské Aiti sé youn bon péi?

IV. INDEPENDENT STUDY

1. Study the materials for Lessons 13 and 14 on your own, with or without tapes.
2. Write down any questions you may have on either lesson.

V. TEST

1. Answer (the instructor's) oral questions.
2. Speak for two minutes on a given picture.

VI. COMPREHENSION AND GUIDED CONVERSATION

1. a. On Tape No. 15, listen to the text for comprehension.

M pral li léktu-a deu foua pou nou. Nou pa bezouen répété apré mouen. Kouté seùlman. Men, kouté bien.

Té genyen youn nèg ki rélé Ti Chal. Ti Chal sé té nèg natif natal Koua dè Boukè. Li konn désann Pòtoprens pou li vann mai moulen ni. Ak lajan mai moulen-an, Ti Chal achté anpil ti bagay pou li vann nan bouk Koua dè Boukè. Péi Ti Chal-la pa tro louen Pòtoprens. Sé pou sa ké ou kab jouenn pou achté Koua dè Boukè, prèské tou sa yo vann Pòtoprens.

Leù Ti Chal fin vann é fin achté boneù, li alé ouè kèk moun li konnen lavil anvan li tounen lakay li. Sé nan kamionèt nèg-la fè rout-la pou l alé é pou l tounen. Sa pa kouté tro chè. Yo mandé senkant kob seùlman pou soti Koua dè Boukè.pou alé Pòtoprens. Sé menm pri-a yo mandé pou sot Pòtoprens pou alé Koua dè Boukè.

Nan Pòtoprens menm, Ti Chal pa bezouen alé nan otèl, paske li pa mizé lavil, li toujou tounen menm jou-a. Anpil machann Koua dè Boukè vin achté sa Ti Chal poté sot lavil, alumèt, zouti, duven, duri, koka-kola, pòm de te, pouason, tout bagay. Ak lajan sa-a, Ti Chal achté lòt mai moulen pou l al vann Pòtoprens ankò.

b. Respond to the following statements on the Text for Comprehension by indicating whether they are true or false.

KEY

True False

(1) Nèg-la rélé Tijo.

(2) Sé mai moulen l al vann.

(3) L al vann lavil O Kap.

(4) Leù li lavil li alé nan otèl.

(5) Li fè vouayaj-la nan kamionèt.

(6) Vouayaj-la kouté senkant kòb.

(7) Ti Chal mizé lavil.

(8) Li pa achté anyen lavil.

(9) Pòtoprens party louen Koua dè Boukè.

(10) Ti Chal pa vlé tounen boneù.

(11) Li konnen kèk moun lavil.

(12) Li achté youn kamionèt lavil.

(13) Li achté pom de tè.

(14) Machann yo achté sa Ti Chal poté.

(15) Ti Chal achté lòt alumèt pou l al vann lavil.

(16) Ti Chal al lavil nan avion.

(17) Li pa tounen menm jou-a.

(18) Sé Kafou Ti Chal al achté tou sa li bezouen.

(19) Ti Chal vann mai moulen l achté-a Pòtoprens.

(20) Men l pa vann pouason l achté yo Pòtoprens.

2. Record your answers to the following questions on Tape No. 15 in the pauses provided.

   a. Kouman nèg y ap palé-a rélé?

   b. Moun ki bo li yé?

   c. Ki sa l al vann Pòtoprens?

   d. Ki sa li fè ak lajan mai moulen-an?

   e. Ki koté li va vann sa l achté Pòtoprens?

   f. Sé mai moulen l achté Pòtoprens?

   g. Kouman péi Ti Chal-la rélé?

   h. Li louen Pòtoprens?

   i. Eske ou kab achté prèske tout bagay Koua dè Boukè?

   j. Pou ki sa?

   k. Eské Ti Chal fin vann ak achté boneù?

   l. Ki sa li fè apré sa?

   m. Li pa tounen lakay li tousuit apré li fin achté?

   n. Nan ki sa Ti Chal fè rout-la pou al Pòtoprens?

   o. E pou l tounen Koua dè Boukè?

   p. Sé menm pri-a yo mandé?

   q. E konbien kamionèt yo mandé?

   r. Pou ki sa Ti Chal pa bezouen àl nan youn otèl?

   s. Ki bagay Ti Chal achté Pòtoprens.

   t. Ki moun Ti Chal vann bagay sa-yo?

CORRECT Items 1b and 2 of the above exercises orally, in class.

Play Haitian music for the rest of the period.

Lesson 16

IN THE ARMY

Two soldiers, Asèn and Léon, met at the covered sidewalk in front of the bank. They are talking about the army.

Asèn: (bumping into Léon). Excuse me friend. I'm in such a hurry that I didn't see you. My name is Asèn.

Léon: My name is Léon. I'm from Plaisance. Since when have you been in the Army?

Asèn: I enlisted only three days ago. I couldn't find a job.

Léon: That's the reason why I enlisted, too, nine days ago. I'm in the 14th Company.

Asèn: Ah! You are in the Military Police! They sent me to the 18th, in the Casernes Dessalines.

Léon: What have you done since you enlisted?

Asèn: The first day, they made me run until I was exhausted. The second day we drilled with the rifle, each man separately.

Léon: What kind of exercises did they make you do?

Asèn: They made us walk in cadence, present arms, shoulder arms, and fix bayonet.

Léon: Is it the Captain or Lieutenant Maurice who drills you?

Asèn: It's neither the Captain, nor Lieutenant Maurice, but Corporal Sauveur who drills us in the yard of the Casernes Dessalines.

Léon: And where do they teach you how to shoot?

Asèn: They taught us only how to aim in the Casernes, but for shooting we will have to go to Fort Dimanche, where there is a rifle range.

Léon: For how long are you signed up?

Asèn: I'm pretty sure that it's three years for everyone.

Léon: Aren't you going to reenlist?

Asèn: Maybe, if I see that it's not too bad. Léon, friend, I'm glad I met you.

Léon: Me too, Asèn. We'll see each other.

Asèn: Goodbye!

I. PERCEPTION DRILL

1. Kouté épi répété:

O: M tèlman présé m pa ouè ou. Padon monchè.
J: Sa pa fè anyen. Koté ou pralé la-a?

O: M ap rivé labank-la.
J: Men li prèske deuzeù.

O: Sé pou tèt sa m ap présé. Nan pouen tan. M pral kouri justan m rivé.
J: Sé pou ou té fè youn moun al pou ou.

O: Monchè, sé voyé yo voyé-m?
J: Dépi ki leù ou soti la-a?

O: M soti dépi démi eù.
J: Konben tan ou ap fè lavil?

O: M p ap fè lontan.
J: Ou vlé m al ak ou, ou bien ou vlé m rété?

O: Ann kouri ansanm.

2. Kouté épi répété:

M tèlman présé m pa ouè ou.
Li telman manjé ke li pa kapab bouè dlo.
M pa kapab ankò, tèlman m kouri.

Exercise: Insert the word tèlman 'so' in the following sentences:

CUE	STUDENT(S)
Yo ri, yo pa ka rété.	Yo tèlman ri, yo pa ka rète.
M kouri, m pa ka souflé.	M tèlman kouri, m pa ka souflè.
Nou viré, nou pa ka kanpé.	
Li suè, li gen dlo sou tout tèt-li.	
Ti-moun yo gaté, yo rélé anpil.	

CUE

Yo bouè dlo kokoyé, yo pa ka
  manjé anyen.
M achté, m pa ka pòt bagay yo.
Li pa bien, yo rélé dokteù.
Nou ralé, nou tonbé sou dèyè.
Li sézi, li pa ka palé.
M resevoua bagay, m pa konn koté
  pou m mété yo.
Yo mandé, yo pa ba yo anyen.

3. Kouté épi répété: Sé pou sa = sé pou tèt sa.

Labank pral fèmen, sé pou tèt sa m ap présé.
Sé pa pou sa l ap kouri?
Sé pou tèt sa menm l ap kouri.
Gen lontan m pa ouè ou. - Sé pou tèt sa m vin ouè ou.

Exercise: Answer the following questions according to the cue:

CUE	STUDENT(S)
Sé pa pou sa ke ou pralé?	Sé pou tèt sa menm ke mouen pralé.
Sé pa pou sa ke li pati?	Sé pou tèt sa menm ke li pati.
Yo bandé jé yo?	
Li touyé alumèt-la?	
Nou désann aéropò Mai Gaté?	
Ou monté mòn-nan?	
Li antré légliz-la?	
Yo vizité péi-a?	
Yo rantré nan pisin-nan?	
Ou tuyé poul yo?	
M alé O Zétazuni?	
Li lumen èr kondisioné-a?	

4. Kouté épi répété: nan pouen = there is/are no...

Tijo, vini m palé-ou. -M pa ka rété, nan pouen tan.
Poté zouti-a pou mouen. -Nan pouen zouti la-a.
Gen ti-moun isit la? -Non, nan pouen ti moun isit-la.
Ki sa ki genyen lavil-la? -Pa gen anyen lavil-la.
Nan pouen anyen lavil-la.

Exercise: Put the following sentences in the negative, by using nan pouen.

CUE	STUDENT(S)
Gen ti-moun isit-la.	Nan pouen ti-moun isit-la.
Gen konfò nan otèl sa-a.	Nan pouen konfò nan otèl sa-a.
Gen roma nan réstoran-an jodi-a.	
Gen lang ki pa bèl.	
Gen moun ki palé alman isit-la.	
Gen pisin nan tout otèl yo.	
Gen bouat alumèt tou patou.	
Gen avion nan tout vil an Aiti.	
Gen viann beùf nan tout maché.	
Gen étudian ki pa konn palé kréòl.	
Gen goud O Zétazuni.	

5. Kouté épi répété: konben tan = how long

M pral dòmi. -Konben tan ou pral dòmi la-a?
M pako konnen.
Ti moun yo apral vouayajé. -Konben tan ti-moun yo pral vouayajé?
Konben tan nou pral fè lavil?
Nou pa konnen konben tan nou pral fè lavil.
Eské ou konnen konben tan ki rété pou nou fin aprann kréol?
Oui nou konnen.

Exercise. Ask questions beginning with konben tan according to the following statements:

CUE	STUDENT(S)
Ti-moun yo pral maché.	Konben tan ti-moun yo pral maché?
M pral pasé kèk jou Kafou.	Konben tan ou pral pasé Kafou?
Tijo pral moulen mai-a.	
Anglad pral rété sou rout Pétionvil.	
Etudian yo pral aprann fransé.	
Li pral joué deyò-a.	
Nou pral kouri sou rout-la.	
Madanm-nan pral kondui oto Asèn-nan.	
M pral répété léktu-a.	
Li pral vanté.	
Yo pral vizité otèl-la.	
M pral fè travay-la pou Mari.	

6. Kouté épi répété: dépi = since

Ki leù li yé? -Li deuzeù é dmi.
Dépi ki leù n ap travay? -N ap travay dépi deuzeù.
Dépi ki leù nou chita la-a? -Nou chita la-a dépi maten.

Exercise: Answer questions, using dépi...jou. Insert any number.

CUE	STUDENT(S)
Dépi ki leù n ap maché?	N ap maché dépi deu jou.
Dépi ki leù ou ap aprann kréòl?	M ap aprann kreol depi vennsèt jou.
Dépi ki leù l ap fè lign Pétionvil?	
Dépi ki leù Makdonal al O Kap?	
Dépi ki leù n ap chèché ti-gason-an?	
Dépi ki leù ou ap désann bouat yo?	
Dépi ki leù y ap palé kréòl?	
Dépi ki leù l ap kondui beuf yo?	
Dépi ki leù magazen sa-a louvri?	
Dépi ki leù otèl sa-a fèmen?	
Dépi ki leù jounalis amériken-an an Aiti?	
Dépi ki leù ou gen paspò sa-a?	

7. *Kouté épi répété*: dépi ki leù = dépi konben tan

Dépi ki leù n ap maché? *Dépi konben tan* n ap maché?
N ap maché dépi deu jou.
Dépi ki leù n ap aprann kréòl? *Dépi konben tan* n ap aprann kréòl?
N ap aprann kréòl dépi vennsèt jou.

Exercise. Replace *dépi ki leù* with *dépi konben tan* in the following questions:

CUE	STUDENT(S)
Dépi ki leù n ap maché?	*Dépi konben tan* n ap maché?
Dépi ki leù ou ap aprann kréòl?	*Dépi konben tan* ou ap aprann kréòl?
(continue with the cue questions of exercise 6.)	

8. *Kouté épi répété*: *Pou konben tan* 'How long'

Konben tan ou ap pasé Gonaiv?
M ap pasé ken jou Gonaiv.
E dépi *konben tan* ou Gonaiv?
M Gonaiv dépi deu jou.
Sé nan oto ou ou vini?
Non, sé loué mouen loué oto-a.
Pou *konben tan* ou loué oto-a?
M loué l pou disèt jou.
Loui mandé m machin-mouen-an. M pa ba li l, m *prété* l.
Pou konben tan ou prété l machin-ou-an?
M prété-l-li pou toua jou.

Exercise. Convert the following statements into questions using pou konben tan:

CUE	STUDENT(S)
M fèmen magazen-an pou ken jou.	Pou konben tan ou fèmen magazen-an?
Manman m ap gadé pitit seù-m-nan pou troua jou.	Pou konben tan manm-ou gade pitit seù-ou-la?
N ap maché pou ui jou.	
Y ap louvri kay-la pou di jou.	
Li poté pakèt-la pou mouen pou deuzeù.	
Yo rété nan otèl-la pou venndeu jou.	
M ava fè travay sa-a pou douz jou.	
Yo loué otèl la pou katrevendi jou.	
Li lumen èr kondisioné-a pou deuzeù.	
Nou bay paspò yo pou si jou.	
M prété chofeù-l-la pou senkeù.	
N ap aprann kréòl pou sankatréven jou.	

9. Kouté épi répété: palé de/d 'to speak of/about'

M ap palé avèk nou.
M ap palé avek nou de (dé) Makdonal, de Loui, de katédral Pòtoprens.
M palé nou d Aiti, d étudian aisien, d anbasad amériken an Aiti, d aéropo Mai Gaté.
M palé nou tou de pratik yo, de kamionèt Pétionvil yo.

Exercise: Complete the sentence Nou pral palé de/d. . . on cue.

CUE	STUDENT(S)
Aiti	Nou pral palé d Aiti.
mai moulen	Nou pral palé de mai moulen.
péi nou vizité-a	
avion	
bouk-la	
vouayaj nou an Aiti	
jounalis amériken yo	
chofèu alman-an	
chen Anglad-la	
otèl an Aiti	
katédral Pòtoprens-la	
pèup aisien	

10. Pattern: Fè + dir. obj. + complementary verb (make someone do something or have something done by someone)

Kouté épi répété:

Pitit-la pa vlé manjé. Manman n fè l manjé.
M pa vlé pot pakèt-la, men papa m fe m pote l.

Exercise: Complete the following statements with fe + complementary verb on cue.

STATEMENT AND CUE	COMPLETED STATEMENTS
M pa vlé pot pakèt la. (papa-m)	Papa m fè m pot pakèt-la.
Tijo pa vlé al lavil. (seu-l)	Seù Tijo fè l al lavil.
Pitit-la pa vlé touyé poul-la. (Madanm-nan)	
Anita pa vlé achté légum. (Pratik-la)	
Etudian-an pa vlé réponn. (Proféseù-a)	
Ti-moun yo pa vlé chita. (Manman yo)	
Nèg-la pa vlé kouté sa m ap di. (Msieu)	
Chal pa vlé pasé kay Sésé. (Anita)	
Ti-gason-an pa vlé voyé let-la lapos. (Anglad)	
Msieu-a pa vlé moulen mai-a. (Bòs-la)	
Fre-m-nan pa vlé mennen beuf-la nan maché. (Papa-m)	

L. 16

II. DIALOGUE

Deu sòlda, Asèn ak Léon, rankontré sou galri labank-la. Y ap palé de lamé. Ann kouté yo.

Asèn: Padon monchè, m frapé ou. M tèlman présé ké m pa té ouè ou t ap vini. M sé gad Asèn.

Léon: Mouen-menm, m sé gad Léon. M sé moun Plézans. Dépi ki leù ou antré nan lamé?

Asèn: M anrolé dépi toua jou seùlman. Nan pouen lòt travay pou m fè.

Léon: Sé pou sa dépi neùf jou m antré nan lamé tou. Yo mété m nan katòziem konpagni.

Asèn: A! Sé nan lapolis ou yé! Yo voyé m nan dizuitièm, lan Kazèn Désalin.

Léon: Ki sa ou fè dépi ou antré?

Asèn: Premié jou-a, yo fè m kouri justan m pa kapab ankò. Deuziem jou-a, nou fè égzèsis avèk fizi, chak òm apa.

Léon: Ki égzèsis yo fè nou fè?

Asèn: Yo fè n maché o pa, prézanté lè zam, poté lè zam, fiksé bayonèt.

Léon: Sé kaptenn-nan ki fè ou fè égzèsis, ou bien sé liétnan Moris?

Asèn: Sé pa ni kaptenn-nan, m liétnan Moris, sé kaporal Soveù ki fè nou fè égzèsis nan lakou kazèn-nan.

Léon: E ki bo yo aprann nou tiré?

Asèn: Yo aprann nou vizé seùlman nan kazèn, men leù pou nou aprann tiré, sé Fò Dimanch ki gen chan d ti. Sé la y ap mennen nou.

Lêon: Pou konben tan ou anrolé?

Asèn: M bien kouè ké sé pou touazan tout moun anrolé.

Léon: Ou p ap répédalé?

Asèn: Pétèt, si mouen ouè ké sa pa pi mal. Monchè Léon, m kontan fè konésans ou.

Léon: Mouen-menm tou, Asèn. N a ouè.

In the Laboratory listen to the vocabulary and dialogue on tape.

HOMEWORK

1. Study the vocabulary.
2. Memorize the dialogue.
3. Carefully read the following Grammar Notes.

GRAMMAR NOTES

1. The negative of *genyen* or *gen* is *pa genyen* or *pa gen*.

   An exception to this occurs in the impersonal third person singular or plural form, present tense, when no subject is expressed. The alternative form *nan pouen* may then be used.

   For example:

AFFIRMATIVE	NEGATIVE
Mouen gen youn bèl oto.	*Mouen pa gen* (genyen) youn bel oto.
Gen moun nan kay-la.	*Nan pouen* moun nan kay-la.
	OR: *Pa gen* moun nan kay-la.
Te gen anpil moun.	*Pa te gen* anpil moun.
Li (someone) gen anpil lajan.	*Li pa gen* anpil lajan.

2. *Sé pou sa* and *sé pou tèt sa* are interchangeable. They mean 'It's for that' or 'It's the reason why.'

   Example: Manman m pa la *sé pou sa* m pa ka sòti.
   Manman m pa la *se pou tet sa* m pa ka sòti.

   My mother is not there; that is why I cannot go out.

3. *Dépi*. In the expression *dépi maten* (since this morning), *dépi* is followed by an additional syllable /m/ sound before *maten*. Thus *dépi maten* is read as *dépi m maten*.

   When *dépi* is followed by an expression of specific time it means *since* in a negative statement and *the last time* in an affirmative statement.

   Example: M manjé *dépi* (a) séteù.

   I haven't eaten *since* seven o'clock.

   or

   The last time I ate was seven o'clock.

When dépi is followed by an expression of duration of time, it means for, and the verb is in the progressive form.

Example:	L ap manjé dépi deuzeu.	He has been eating for two hours.
	Li t ap manjé dépi deuzeu leù m rivé.	He had been eating for two hours when I arrived.

But note that certain verbs followed by dépi are not in the progressive form because they express instantaneous actions, like chita (to sit), pati (to leave), lévé (to get up), monté (to go up), mouri (to die).

Example:	Li mouri dépi toua jou.	He has been dead for three days.
	Li mouri dépi sizeu maten-an.	He has been dead since six o'clock this morning.

4. The interrogative expressions dépi ki leù and dépi konben tan are expressed in English by how long.

Example:	Dépi ki leù ou ap manjé?) Dépi konben tan ou ap manje?)	How long have you been eating?

But note that when a specific time is involved, only dépi ki leù can be used.

Example:	Dépi ki leù ou ap manjé?	When was the last time you ate?

Note also these passages:

Dépi ki leù ou pa manjé?) Dépi konben tan ou pa manjé?)	How long since you've eaten?

5. When there is an agreement or a contract, even if only implied, the interrogative for duration of time is pou konben tan.

   Example: Pou konben tan ou loué kay-la?
   For how long did you rent the house?

   M loué l pou kenz jou.
   I rented it for two weeks.

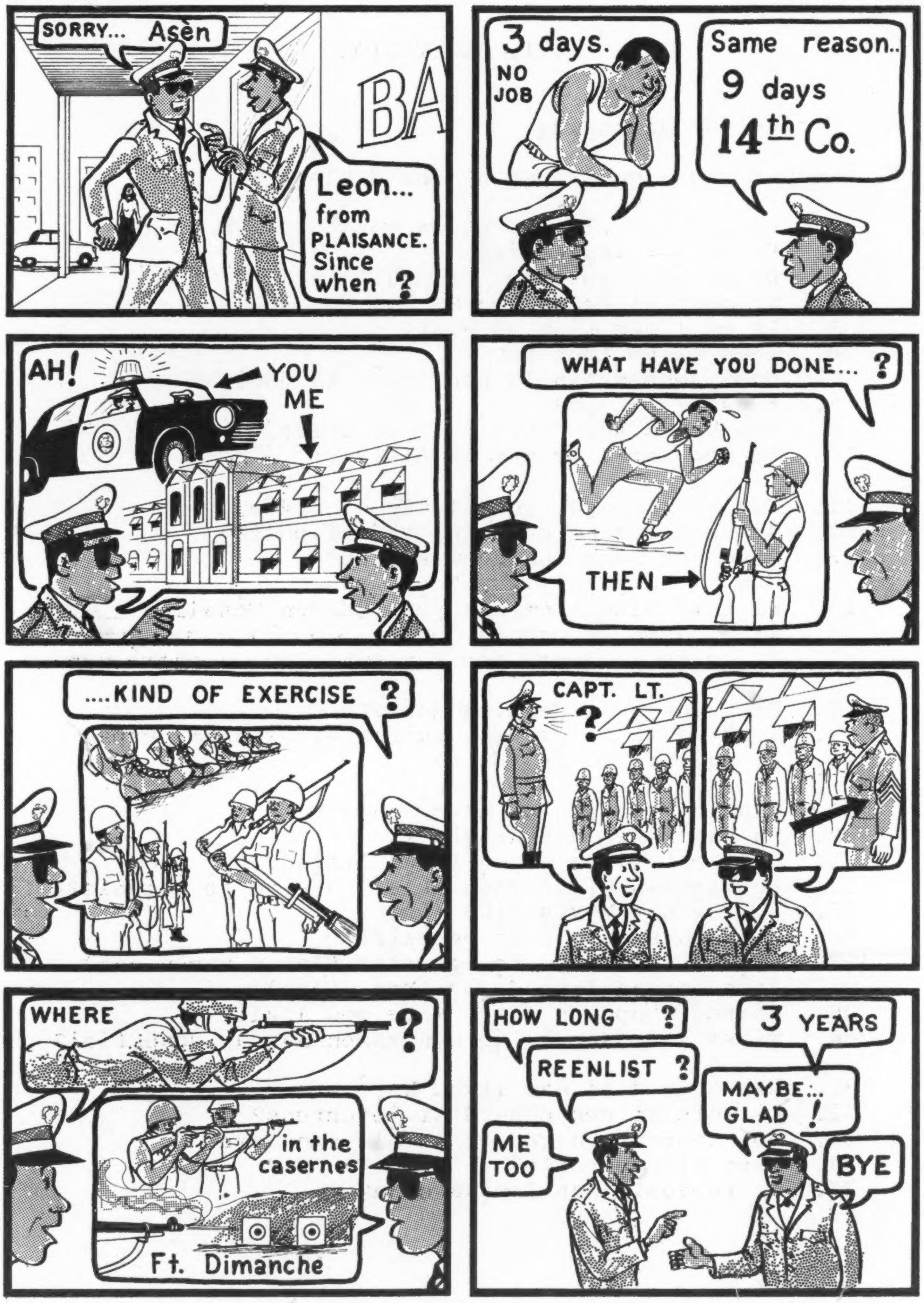
6. To speak about something or someone is expressed in Creole by palé de.

Example:		
	M palé de Ti-André.	I spoke about Ti-André.
	M palé de péi blan yo.	I spoke about foreign countries.
	M a palé de sa m ap fè.	I'll speak about what I am doing.

7. Fè is followed by a pronoun or noun plus another verb to express that the subject has something done by someone or is making someone do something.

   Example: Ti moun yo pa vlé manjé; manman yo fè yo manjé.
   The children don't want to eat; their mother makes them eat.

   M pa konn fè soulié; m fè youn moun fè youn pè pou mouen.
   I don't know how to make shoes; I had a pair made for me by someone.


SORRY... Asèn
Leon... from PLAISANCE. Since when ?
BA
3 days. NO JOB
Same reason.. 9 days 14th Co.
AH!
YOU
ME
WHAT HAVE YOU DONE... ?
THEN
....KIND OF EXERCISE ?
CAPT. LT. ?
WHERE ?
in the casernes
Ft. Dimanche
HOW LONG ?
3 YEARS
REENLIST ?
MAYBE... GLAD !
ME TOO
BYE

III. RECITATION

A. Recite the dialogue.

B. Answer these questions on the dialogue:

1. Konman yo rélé deu sòlda yo?
2. Ki koté yo rankontré?
3. De ki sa y ap palé? (lamé)
4. Ki moun ki frapé Léon?
5. Li pa t ouè Léon ap vini?
6. Moun ki bò Léon yé?
7. Dépi konban tan li nan lamé? (9 jou)
8. E Asèn? (3 jou)
9. Pou ki sa Asen anrolé l nan lamé?
10. Pa gen anpil travay an Aiti?

11. Nan ki konpagni yo mété Léon? (14 e)
12. Ki sa katòziem konpagni yé? (lapolis)
13. Asèn nan menm konpagni-an tou?
14. Nan ki konpagni li yé? (18 e)
15. Ki koté dizuitièm-nan yé? (Kazèn Désalin)
16. Ki sa Asen fè premié jou li antré nan lamé?
17. Yo té fè ou kouri anpil premié jou an antré nan lamé?
18. Ki sa Asèn fè deuzièm jou-a?
19. Tout òm té fè égzesis ak fizi-yo ansanm? (apa)
20. Ki égzèsis yo fè yo fè?

21. Montré m ki jan ou maché o pa?
22. Ou konn prézanté lè zam?
23. Ou kapab fiksé bayonèt nan fizi-ou?
24. Sé kaptenn ki fè Asèn ak lòt nèg yo fè égzèsis?
25. Sé lietnan Moris alò?
26. Ki moun ki fè yo fè égzèsis?
27. Ki koté yo fè yo fè égzèsis? (lakou kazèn-nan)
28. Asèn aprann tiré déja? (Non, poko)
29. Lè pou l aprann tiré, koté pou l alé?
30. Ki sa y aprann ni fè nan kazèn-nan ak youn fizi?

31. Gen chan d ti nan lakou kazèn-nan?
32. Ki koté ki gen chan d ti Pòtoprens?
33. Pou konben tan gad yo anrolé nan lamé?
34. Asen vlé repédalé?
35. Ou repédalé nan lamé-a déja?

IV. PATTERN DRILL

1. Furnish the missing final word in the pattern M sé... on cue:

CUE	STUDENT(S)
sòlda	M sé sòlda.
liétnan	M sé liétnan.
majò	
gad	
kolonèl	
sejan	
liétnan Moris	
sòlda Léon	
jénéral	
kaporal Soveù	
gad Asèn	

2. Repeat the given phrases, prefixing yo:

GIVEN PHRASE	COMPLETE SENTENCE
nan katòzièm konpagni	Yo nan katòzièm konpagni.
anrolé nan kazèn	Yo anrolé nan kazèn.
Fò Dimanch	
sou chan d ti	
nan dizuitièm konpagni	
nan kazèn Désalin	
nan konpagni liétnan Moris	
nan lapolis	
nan lakou kazèn-nan	
nan lamé	
nan ponpié	
nan katòzièm	

3. *Furnish the missing final word* in the pattern *Nan lamé-a y aprann nou...* on cue:

CUE	STUDENT(S)
vizé	Nan lamé-a y aprann nou *vizé*.
fè égzèsis	Nan lamé-a y aprann nou *fè égzèsis*.
poté lè zam	
tiré fizi	
kouri	
maché o pa	
prézanté lè zam	
tiré ti zam	
fiské bayonèt	
palé kréol	
fè lagè	
tiré gro zam	

4. *Make* a complete sentence using *tèlman...ke*:

CUE	STUDENT(S)
M présé, m pa ouè ou	M *tèlman* présé *ke* m pa ouè ap vini.
Li grangou, li manjé anpil.	Li *tèlman* grangou *ke* li manjé anpil.
Yo kouri, yo tonbé.	
Nou pa jouenn travay, nou anrolé nan lamé.	
Yo fè égzèsis, yo pa kapab ankò.	
Péi-a piti, li pa bezouen youn gro lamé.	
Gro zam kouté chè, tout péi pa kab achté yo.	
Li gadé égzèsis, li pa ouè lèu ap pasé.	
Fè fré yo pa bezouen èr kondisioné.	
Makdonal palé kréòl bien, anplouayé-a sézi.	
Li souaf, li bouè anpil dlo.	
Yo gro, yo pa kab kouri pou alé louen.	

5. Make a sentence with the given cues and dépi. Indicate the time elapsed. Determine when and when not to use the progressive form ap.

CUE	STUDENT(S)
travay, li	L ap travay dépi maten.
rivé Potoprens, yo	Yo rivé Potoprens dépi toua jou.
manjé, nou	
gadé, yo	
rantré, li	
fè éfzèsis, dizuitièm, nan	
anrolé, Asèn	
joué, ti moun yo	
palé anglé, Léon	
dòmi, li	
alé O Kap, Makdonal	
kouri, mouen	

6. Formulate questions for which the answers are given. Use dépi ki leù or dépi konben tan.

ANSWERS	QUESTIONS
Mouen sòt lavil dépi maten.	Dépi ki leù ou sòt lavil?
Li rivé dépi deu jou.	Dépi konben tan li rivé?
Jounalis yo débaké dépi maten.	
M pa bouè dlo dépi a midi-a,	
Nou manjé dépi séteù.	
Y ap kouri dépi deu jou.	
Makdonal débaké dépi a touazeù.	
Chofeù-a palé anglé dépi senkan.	
M ap travay dépi sétan.	
Nou pa ouè yo dépi di jou.	
Li konmansé dépi a neuveù.	
Y ap fè égzèsis sou chan d ti dépi maten.	

7. Formulate questions for which the answers are given.

ANSWERS	QUESTIONS
Nou isit pou katrevendi jou.	Pou konben tan nou isit?
Madanm mouen al O Zétazuni pou ken jou.	Pou konben tan madanm ou al O Zétazuni?
Li prété oto m pou ken jou.	
Mouen loué kay-la pou touazan.	
Nap kenbé liv-la pou disèt jou.	
Mouen prété 1 machin-nan pou kat jou.	
Ti gason-an O Zétazuni pou en an ankò.	
Yo vin Pòtoprens pou séteù seùlman.	
Yo ban m travay-la pou en an.	
Asèn ak Ti André anrolé pou touazan.	

8. Make complete sentences using fè and the given cues.

CUE	STUDENT(S)
Léon tiré fizi-a (séjan-an)	Sèjan-an fè Léon tiré fizi-a.
Jounalis-la palé d Aiti. (Makdonal)	Makdonal fè jounalis-la palé d Aiti.
Ti gason-an monté kokoyé-a. (Papa l)	
Sòlda yo fè ègzésis. (kaporal-la)	
Nèg pa ka travay. (frédu)	
Tijo aprann anglé. (Manman ni)	
Chofeù-a vin chèché l. (jounalis-la)	
Bouch tout moun fè dlo. (Bon manjé)	
Ti André anrolé l pou touazan. (Madanm ni)	
Nou vizité katédral-la. (Chofeù-a)	
Li répété répons yo. (proféseù-a)	
Ti moun yo bouè lèt-la. (Papa yo)	

9. Put the following sentences in the negative form, using pa genyen or nan pouen as the case may be. Use both whenever possible.

CUE	STUDENT(S)
M gen lajan nan pòch mouen.	M pa gen lajan nan pòch mouen.
Gen étudian ki pa konnen kot Aiti yé.	Pa gen étudian ki pa konnen koté Aiti yé. OR: Nan pouen étudian ki pa konnen koté Aiti yé.
Gen moun nan kay-la.	
Otèl-la gen konfò.	
Té gen anpil avion nan aéropò-a.	
Mouen gen youn bouat alumet.	
Lamé-a gen kat konpagni.	
Sòlda yo gen bon chef.	
Gen kontroleù nan ladouann-nan.	
Té gen youn jounalis ki debaké.	
Ti moun yo gen youn bon proféseù.	
Gen amériken ki palé kréol.	

10. Make complete sentences with the following cues, using the pattern...dépi + time + lèu:

CUE	STUDENT(S)
Tijo t ap manjé, matant li rivé.	Tijo t ap manjé dépi unèu lèu matant li rivé.
Nou t ap maché lavil, touris yo débaké.	
Asèn té sot lavil, li kontré Ti André.	
Konpagni-an t ap fè égzèsis, jénéral-la rivé.	
Nou té nan aéropò-a, avion-an rivé.	
Manman Sovèu té tounen, machann légum-nan vini.	
Kontrolèu-a té nan aéropò-a, doktèu-a débaké.	
Mouen t ap domi, matant li rantré.	
Van-an t ap souflé, yo téléfònen mandé nouvèl.	
Ti moun yo t ap joué, manman yo poté manje-a.	
Léon t ap fè lign Pétionvil, li anrolé nan lamé.	
Li pa t ap travay, li jouenn djob ladouann-nan.	

11. Counting years. Add an and an appropriate connecting letter to the numerals:

NUMERALS	CORRESPONDING NUMBER OF YEARS
un	unnan
kat	katran
deu	deuzan
sis	
neuf	
toua	
ventéun	
dis	
katòz	
uit	
trentéun	
un	
dizneùf	

12. Counting men. Add om 'men' to the given numeral. Notice: un or, younn----youn nonm.

NUMERALS	CORRESPONDING NUMBER OF MEN
dizuit	dizuitòm
sèt	sètòm
un	youn nonm
dis	
toua	
senk	
neùf	
kenz	
sis	
deu	
kat	
onz	
ven	

V. LEKTU

A. Kouté épi répété

LAME

Tout péi genyen youn lamé ki pétèt piti ou ki pétèt gro. Youn ti péi pa bezouen youn gro lamé. An Aiti, lamé-a pa bezouen gro, paskè sé youn ti péi. Epi sé youn péi ki pa gen pou li fè lagè avèk lòt péi.

Zam lamé sèvi an Aiti pa gro zam. Péi sa-a trò pòv pou achté gro zam ki kouté chè; épi zam sa-yo gaspiyé anpil minision. Nan pouen lajan pou gaspiyè nan bagay kon sa. Tou sa yo bezouen sé fizi avèk lòt ti zam pou fè égzèsis.

Kòm lamé-a piti an Aiti, li pa gen anpil òm, ni anpil gro chèf, men li genyen menm grad kè ou ka jouenn nan lamé lòt péi. Li genyen jénéral, li gen kolonel, li gen majò, li gen kaptenn, li gen liétnan, li gen sèjan, li gen kaporal, épi li gen gad. Gad-yo sé sòlda-yo. Sé pi piti grad ki gen nan lamé-a. Pi gro grad-la sé jénéral.

Men sa lamé-a fè an Aiti, sé pa sa li fè nan lòt péi. Nan lòt péi, tankou an Frans, lamé la pou fè lagè. An Aiti li la pou sa tou, men sé li-menm tou ki fè lapolis, trafik oto é menm ponpié. Koulié-a nou konnen ki travay lamé-a fè an Aiti.

B. Kounié-a, réponn késtion m pral mandé nou yo, souplé:

1. Ki péi ki pa gen lamé? (Nan pouen)
2. Ki lamé youn ti péi bezouen?
3. E youn gro péi?
4. Eske youn ti lamé gen anpil sòlda?
5. Aiti gen youn gro lamé?

6. Eske lamé d Aiti gen anpil òm?
7. Pou ki sa Aiti pa bezouen youn gro lamé?
8. Aiti gen pou li fè lagè avèk lòt péi?
9. Eské lòt péi fè lagè anpil?
10. Ak ki sa lamé sèvi pou fè lagè?
11. Sé gro zam seùlman ki genyen?
12. Ki zam lamé d Aiti genyen?
13. Pou ki sa l pa gen gro zam?
14. Gro zam pa kouté chè?
15. Eske gro zam-yo sèvi anpil minision?
16. Gen lajan pou gaspiyé an Aiti pou bagay kon sa?
17. Ki sa lamé d Aiti pi bezouen?
18. Sa pou lamé fè ak fizi, ak ti zam?
19. Youn lamé gen anpil gro chèf?
20. Pou ki youn ti lamé pa bezouen anpil gro chèf?
21. Lamé an Aiti gen anpil òm?
22. Eske lamé an Aiti gen menm grad avèk lamé nan lòt péi?
23. Ki grad ki genyen nan lamé d Aiti?
24. Kolonel sé youn pi gro grad pasé jénéral?
25. Ki grad ki pi gro: majò ou bien liétnan?
26. Men kapiten pi piti pasé kolonel?
27. E sèjan?
28. Eské kaporal pi gro grad pasé sèjan?

29. Gad pi piti pasé sòlda?

30. Pou ki sa?

31. Ki pi piti grad ki genyen nan lamé-a?

32. E ki grad ki pi gro?

33. Lamé an Aiti fè menm travay ak lamé nan lòt péi?

34. Ki sa lamé lòt péi fè?

35. Yo fè lagè an Aiti?

36. Si gen lagè, eské lamé-a va fè lagè-a?

37. Ki lòt travay lamé-a fè?

38. Ki moun ki fè lapolis?

39. Si ou nan ponpié, ou nan lamé-a?

40. Nou konn travay lamé an Aiti koulié-a?

VI. INDEPENDENT STUDY

Library Assignment

VOCABULARY

an, zan, n.	year
anrolé, v.	to enlist
apa, adv.	apart, aside, separately
aprann, v.	to teach(someone)
bayonèt, n.	bayonet
chak, indef. pron. or adj.	each
chan d ti, n. phr.	rifle range, practice ground
dépi, adv. or prep.	since
dizuitièm, adj.	eighteenth
égzèsis, n.	exercise, drill (mil.)
fiksé, v.	to fix
fizi, fuzi, n.	rifle
Fò Dimanch, pr. n.	Fort Dimanch (Fr.) (a practice ground in Port-au-Prince)
frapé, v.	to hit, to strike, to knock
gad, n.	guard
gaspiyé, v.	to waste
grad, n.	grade, rank
jénéral, n.	general
justan, conj.	until
kaporal, n.	corporal
kaptenn, kapitèn, n.	captain
katozièm, adj.	fourteenth
kolonèl, n.	colonel
lakou, n.	yard, court
lamé, n.	army
lamé d Aiti, n. phr.	Haitian Army
lapolis, n.	police
liètnan, n.	lieutenant

majò, n.	major
minision, munision, n.	ammunition
Moris, pr. n.	Maurice (Fr.)
nan pouen, v.(impersonal)	there is (are) no...
òm, nonm, n.	man
ou bien, conj.	or else
pa, n.	step
padọn, n.	pardon
pétèt, adv.	perhaps, maybe
ponpịe, n.	fireman
pọutèt, prep. or conj.	because of ; since
pov, n. or adj.	poor
prẹsẹ, v.	to hurry
prẹté, v.	to lend, to borrow
prézanté, v.	to present
rankọntré, kọntré, v.	to meet
repédalé, répédalé, v.	to do another term, to do something again
sẹ̀jan, n.	sergeant
soldạ, n.	soldier
Soveu, pr. n.	Saveur (Fr.) Savior (a man's navy)
tèlman, adv.	so, in such a way
tiré, v.	to fire, to shoot
trafik, n.	traffic
vizé, v.	to aim
zam, lè zam, pl. n.	weapon(s)

Idiomatic Expressions

fè lagè	fight, wage war
gro chèf	high ranking officer
konben tan	how long
maché o pa	walk in cadence
pòté lè zam	shoulder arms

Lesson 17

FINDING A HOTEL

A taxi driver assists Mr. MacDonald in looking for a hotel. They see several before choosing the Hotel Splendid.

Driver: That's Hotel Bellevue (Belleview Hotel). It's not bad, but it's not very cool. That's the Sans-Souci. It's all right too, and it's not too expensive.

MacDonald: And that hotel on top of the hill? What's it called?

Driver: It's the Castel Haiti Hotel. It's better than all the others, but it's expensive. There's the Hotel Splendid. It's good, very cool, and not too expensive.

MacDonald: O.K., I'll take it.

Driver: I'll go if you don't need me now. What time should I call for you?

MacDonald: At about two o'clock. If I'm sleeping, tell the manager you have an appointment with me.

Driver: O.K., goodbye. I'll see you later.

MacDonald arrives at the Hotel Splendid. In the lobby he asks the manager for a room for a few days.

MacDonald: I need a single room.

Manager: I have one on the first floor which became vacant just now. But, say, you really speak Creole well!

MacDonald: Thank you. In the United States, I struggled hard with that language.

Manager: Do you have a school for that?

MacDonald: No, but we have books and tapes. With regard to that room, I'd like it to face the street.

Manager: We have a beautiful room that overlooks the street. If you wish,I'll show it to you.

I. PERCEPTION DRILL

1. Review: the different words in Creole for the article the. Remember that they vary according to to the preceding sounds.

CUE	STUDENT(S)
bayonèt	bayonèt-la
kaptenn	kaptenn-nan
munision ou	
lakou	
lamé mouen	
katozièm	
ponpié	
bon nou	
gro chèf	
nonm	
pòv	
batayon ou	

2. Koute epi répété:

Sa-a sé youn liv.
Liv-la sou tab-la.
Sé liv mouen-an.
Sé liv ou ouè-a.
Sé liv n ap gadé-a.
Sé liv ou ban m-nan.
Sé liv ou té voyé l chèché pou mouen-an.
Kote ti-moun yo?
Koté ti-moun mouen té di ou rélé pou mouen yo?
Rélé pitit-la.
Rélé pitit ki pa té vlé manjé viann-nan.

3. Combine the two given sentences into one:

GIVEN SENTENCES	COMBINED SENTENCES
Men liv-la. Ou té voyé chèché liv-la.	Men liv ou té voyé chèché-a.
Sé pitit-la. Ou té voyé chèché pitit-la pou ou.	Sé pitit m té voyé chèché pou mouen-an.
Li rankontré ti-gason-an. Nou konnen ti gason-an.	
Poté viann-nan. Ou moulen viann-nan.	
Konté lajan-an. Yo voyé lajan-an ba ou.	
Moulen mai-a. Nou fèk poté mai-a.	
Li bouè lèt-la. Li jouenn lèt-la.	
Yo ban nou zam yo. Sé zam kazèn.	
M kontré étudian-an. Ou aprann étudian-an kréòl.	
N al nan magazen-an. Yo fèk louvri magazen-an.	
Ou ap achté poul-la. Pratik-la ap vann poul-la.	
M ouè gad-la. Ou télefonnen gad-la.	

4. Kouté épi répété:

Otèl Splandid sé youn bon otèl. Li gen kèk chanm vid.
Sa vle di ke pa gen moun nan tout chanm yo.

Chanm yo fré nan otèl-la. Sal résepsion-an fré tou.
Nan lakou otèl-la fè fré. Nan laru-a fè fré tou.
Li pa fè fré tout tan an Aiti. Li konn fè cho.
Menm dlo-a konn cho.

5. Use the expression fè fré or fré in the following sentences:

CUE	STUDENT(S)
Dlo pitit-la pot pou mouen-an.	Dlo pitit-la pot pou mouen-an fré.
Nan lakou kazèn-nan.	Nan lakou kazen-nan fè fré.
Lakou Kazèn Désalin-nan.	
Viann beuf y achté nan maché-a.	
Sou chan d ti-a.	
Fizi gad yo.	
Fò Dimanch.	
Nan Lafleu Duchèn.	
Nan sal résépsion otèl-la.	
Duven ou ban mouen-an.	
Poua rouj sa-a.	
Nan katédral-la.	

6. Kouté épi répété: (moun + ki/k 'which, that, who, whom')

Makdonal rivé nan réstoran Pédro-a.
Li manjé youn roma. Roma-a bon anpil.
Li manjé youn roma ki bon anpil.
Y ap aprann youn lang. Lang-nan rélé kréòl.
Y ap aprann youn lang ki rélé kréòl.
M ouè ti-gason-an. Ti gason-an ap poté manjé pou papa l.
M ouè ti gason k ap poté manjé pou papa-l-la.

7. Combine the two given sentences into one:

CUE	STUDENT(S)
Yo bouè youn dlo kokoyé. Dlo kokoyé-a fré.	Yo bouè youn dlo kokoyé ki fré.
Li resevoua youn bagay. Bagay-la pa pou li.	Li resevoua youn bagay ki pa pou li.
Nou rankontré ti gason-an. Ti gason-an t ap vini.	
Poté viann-nan. Viann-nan sou tab-la.	
Yo rélé machann-nan. Machann-nan ap vann légum.	
M palé ak blan-an. Blan-an nan buro-a.	
Nou réponn proféseu-a. Proféseu-a aprann nou kréòl.	
Li bouè youn dlo. Dlo-a frè.	
Louvri pòt-la. Pòt-la fèmen.	
Rélé dokteu-a. Dokteu-a fèk vini.	
Mandé m késtion. Késtion-an fasil.	
Yo manjé pouason-an. Pouason-an pa gaté.	

8. Formation of the comparative.

Kouté épi répété:

Roma kay Pédro-a bon.
Roma ou kuit-la pi bon.
Roma ou kuit-la pi bon pasé roma kay Pédro-a.
Liv sa-a pi fasil pasé lot liv-la.
Pouason m-nan pi fré pasé pouason ou-nan.

9. Make sentences, using the comparative, pi...pasé:

SENTENCES	SENTENCES WITH COMPARATIVE
Katédral-la pré. (labank-la)	Katédral-la pi pré pasé labank-la.
Dlo kokoyé bon. (duven)	Dlo kokoyé pi bon pasé duven.
Kenskòf louen. (Pétionvil)	
Ti Mari gaté. (Tijo)	
Légliz katolik la fré. (ladouann-nan)	
Magazen yo fèmem ta. (lapòs-la)	
M kondui bien. (chofeù-a)	
Asèn grandi vit. (André)	
Poul mouen-an piti. (poul ou-a)	
Gen moun ki palé kréòl bien. (youn lòt)	
Asèn konn tiré fizi bien. (André)	
Anita ap tounen ta. (Chal)	

10. Kouté épi répété:

A ki leù ou ap vini?
-M ap vini vè touazeù.
Ou vlé di ou ap vini a touazeù?
-Non m pa konnen si m a la a touazeù.
M ka vin anvan ou apré. Sé pou sa mouen di ou m ap vini vè touazeù.

11. Answer the following questions, using the word vè. Each student will say a different time:

QUESTIONS	ANSWERS
A ki leù Anita pral lavil?	Li pral lavil vè senkeù.
A ki leù n ap manjé?	N ap manjé vè seteù.
A ki leù gad yo pral fè égzèsis?	
A ki leù kaptenn-nan pral fò Dimanch?	
A ki leù liétnan-an ap rivé lapolis?	
A ki leù sòlda yo va nan lakou-a?	
A ki leù minision yo ap fini?	
A ki leù ponpié té fin travay?	
A ki leù Soveù va sòti chan d ti?	
A ki leù nonm sa-a ap pati?	
A ki leù n a rankontré jénéral-la?	
A ki leù y ap poté zam yo vini?	

12. *Kouté épi répété*:

Di manadjè otèl-la m la.
Di manadjè otèl-la *ke* m la.
Di l n ap tann ni nan sal résépsion-an.
Di l *ke* n ap tann ni nan sal résépsion-an.

13. Make sentences using *di...ke* according to the following cues:

CUES	SENTENCES
M pral lavil kounié-a. (manman m)	*Di* manman m *ke* m pral lavil kounie-a.
Sòlda y al aprann tiré chan d ti. (majò-a)	*Di* majò-a *ke* sòlda y al aprann tiré chan d ti.
N ap boulé ak kréòl-la rèd. (proféseù-a)	
Pa réte la-a. (nonm-nan)	
Sé pou li aprann maché o pa. (Soyeu)	
Nou pa vlé fè lagè. (gro chèf yo)	
Sé pou tèt sa m pa pralé. (msieu-a)	
Nan pouen batayondril jodi-a. (sèjan-an)	
Léon nan lapolis. (Asèn)	
M bezouen prété youn lajan. (kaporal-la)	
Poua rouj-la pa fré. (machann-nan)	
Er kondisioné-a pa maché bien. (nèg-la)	
Pa gen otobus an Aiti. (jounalis-la)	

14. Kouté épi répété:

Asèn ak Léon pa fè anpil égzèsis.
Yo pa fè égzèsis rèd.
Mouen-menm m travay tout tan; m travay anpil.
M kapab di m travay rèd.
N ap aprann kréòl-la rèd kounié-a.

Sé pou nou travay rèd pou nou ka palé kréòl-la bien.
M vlé pasé lakay ou pi ta.
M vlé pasé ouè madanm ou.
M blé pasé di l youn ti bonjou tou.
Lèu ou ap vini pi ta, pasé rélé kanmarad ou-a.

Si m pasé lakay ou pi ta, m p ap rété.
M a pase uneu seulman ak madanm ou.
Si m al an Frans m a pasé ken jou.
M p ap pasé anpil jou deyo.
Etudian yo pase sizeu isit la chak jou.

15. Add a place designation and pasé to the following cues and form sentences:

CUES	SENTENCES
Li, deu jou.	Li pral pasé deu jou lakay li.
Mouen, venndeu jou.	M pral pasé venndeu jou an Aiti.
Nou, touazèu.	
Ti gason-an, youn jou.	
Ou, kat-jou.	
Pitit-li-yo, ken jou.	
Manman ni, ui jou.	
Kouzen-n-nan, douz jou.	
Yo, katrèu	
Jounalis-la, dizui jou.	
Mouen, kèk jou.	
Nou, anpil tan.	

16. Kouté épi répété:

Otèl-la gen anpil chanm.
Chanm mouen vlé-a bay sou lakou.
Li pa bay sou laru.
M renmen chanm ki bay sou jaden tou.
Kay Sésé pa bay sou dèyè. Li bay sou laru.
Buro liétnan-an bay sou galri-a.

17. Complete the sentence, Chanm mouen pran an bay sou... with the cue words:

CUE WORDS	COMPLETED SENTENCES
galri devan	Chanm mouen pran-an bay sou galri devan.
pisin-nan	Chanm mouen pran-an bay sou pisin-nan.
lakou dèyè	
jaden-an	
chan d ti-a	
réstoran-an	
Kazèn Désalin	
lakou devan-an	
téléfrag-la	
laru-a	
jaden dèyè-a	
galri-a	

Presentation of the Dialogue

Reference: Valdman, page 181.

II. DIALOGUE

1. References:
   - a. Valdman, pages 181 and 194.
   - b. Tape No. 17.

2. Exercises:
   - a. Listen to and repeat the vocabulary (Valdman, page 194).
   - b. Listen to and repeat the dialogue (Valdman, page 181).

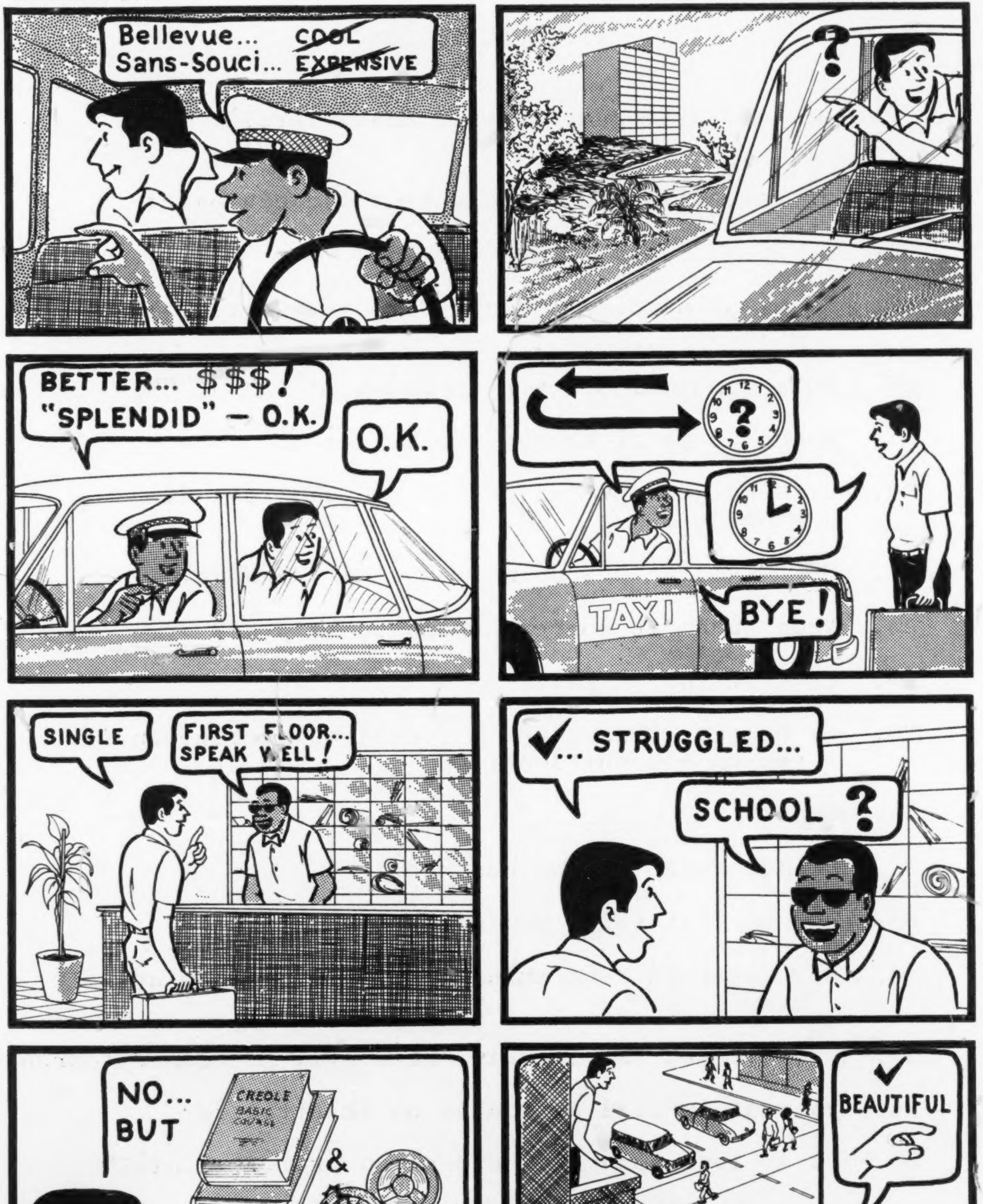
HOMEWORK

1. Read the grammar notes on pages 187, 188, 189, and 191 in Valdman.
2. Memorize the dialogue.

   Note that this dialogue has three characters:

   Mr. MacDonald
   his taxi driver
   the hotel clerk

3. Check your knowledge of the vocabulary.
4. Prepare ten questions, for use in class tomorrow.


Bellevue... ~~COOL~~
Sans-Souci... ~~EXPENSIVE~~
?
BETTER... $$$!
"SPLENDID" — O.K.
O.K.
?
TAXI
BYE!
SINGLE
FIRST FLOOR... SPEAK WELL!
✔... STRUGGLED...
SCHOOL ?
NO... BUT
CREOLE BASIC COURSE
&
✔
BEAUTIFUL

III. RECITATION

A. Reenact the dialogue. (Three characters!)

B. Answer the following questions on the dialogue:

1-22. See Valdman, pages 186-187.

23. Ak ki sa Makdonal té sèvi pou apran kréòl-la O Zétazuni?

24. Eske Makdonal bezouen chofeù-a pi ta?

25. Makdonal pa di chofeù-a pasé ouè li?

26. Si Makdonal ap dòmi, ki sa pou chofeù-a di manadjè-a?

27. Ou ta kontan désann menm otèl ak Makdonal?

28. Youn chanm ak konben kabann ou ta pran?

29. Eske fè cho an Aiti?

30. Si ou pran youn chanm a 1 otèl ou ta bezouen li genyen è kondisioné?

31. Pou ki sa?

32. Ki moun k ap aprann nou kréòl?

33. Lè nou fini isit, nou pral an Aiti?

34. N a kapab fè tout moun konprann nou, lè n ap palé kréòl?

35. Ki koté nou ta vlé rété, Pétionvil ou bien Pòtoprens?

36. Ou pral an Aiti ak madanm ou ak pitit ou?

37. Ou ap loué youn kay ou bien ou pralé a 1 otèl?

38. N ap gen chofeù pou kondui machin nou pou nou an Aiti.

39. Gen bon chofeù an Aiti?

40. Si ou désann nan youn otèl, ou ta vlé otèl-la gen pisin?

IV. LAB EXERCISES-TAPE NO. 17

1. Lexical Variation Exercises: See Valdman, pages 185-186.

2. Grammar Exercises: See Valdman, pages 188, 189, 190, 191.

3. Response Drill: See Valdman, page 192.

4. Translation Test: See Valdman, page 187.

V. LÉKTU

Aiti sé youn bon péi.

Kounié-a, nou tout konnen ke kréòl sé lang yo palé an Aiti, men pétèt ke sé pa nou tout ki konnen Aiti déja.

Aiti sé youn bèl péi. Gen youn bèl chanté ki di ke nan pouen pi bon péi pasé li. Touris vizité li anpil, paské otèl pa trò ché, pa fè frédu ni pa fè trò cho; anyen pa chè, gen bon solèy, genyen bèl jaden, épi moun yo trè bon tou.

Sé otèl Kastèl Aiti ki gen anpil étaj, men yo tout gen anpil konfò avèk sal de ben nan chak chanm. Yo tout gen bèl jaden nan lakou devan, ak nan lakou dèyè. Kèk otèl genyen gro pisin avèk ténis. Réstoran yo sèvi bon manjé ak bon duven, é yo pa mandé anpil kòb. Men, si sé plézi ou vlé ou ap jouenn anpil.

Magazen yo gen anpil bèl bagay ki pa chè tankou O Zétazuni. Menm bagay ki soti O Zétazuni pa vann pi chè an Aiti, ni bagay ki soti an Frans ak nan lòt péi.

Chak jou touris antré chak jou touris sòti. Yo toujou kontan, é chak foua y ap pati, yo di ke sé pou yo tounen ankò, é anpil tounen vré. Aisien ta renmen ouè anpil lòt touris vini, paske péi-a pòv anpil, é sé seùl ti kòb ki antré preske chak jou nan péi-a.

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Késtion

1. Aiti pa youn bèl péi?
2. Eské gen youn chanté ki palé d Aiti?
3. Ki sa chanté-a di?
4. Eské ou kouè ké se vré?
5. Sé pa youn péi touris vizité anpil?
6. Tout bagay yann chè an Aiti?
7. Eskè gen otèl an Aiti?
8. Otèl yo pa chè?
9. Eské li fè frédu an Aiti?
10. Men li fè cho anpil?

11. Kouman solèy-la yé?
12. Jaden yo pa bèl dutou?
13. E moun yo, kouman yo yé?
14. Ki otèl ki gen anpil étaj?
15. Eské sé sa ki anro mòn nan?
16. Eske sé li seùl ki gen konfò?
17. Tout chanm yo pa gen sal de ben?
18. Pa gen otèl ki gen jaden?
19. Kouman jaden otèl yo yé?
20. Ki bò yo gen jaden?

21. Eske ou ta pito chanm ki bay sou jaden dèyè?
22. Ki sa ankò kèk otèl genyen? (pisin)
23. Eske ou koué otèl sa-yo pi chè?
24. Eské otèl Bèlvu pi chè pasé Kastèl Aiti?
25. Réstoran yo pa sèvi bon manjé?
26. Men yo pa gen bon duven?
27. Ou pa konnen si réstoran yo mandé anpil kòb?
28. Ki sa ou kab jouenn ankò anpil an Aiti?
29. Eske nou tout konnen ki lang yo palé an Aiti?
30. Di m ki lang yo palé an Aiti?

31. Eske yo palé kréòl nan kèk lòt péi?
32. Eske nou tout konn Aiti déja?
33. Ki moun ki pako konn Aiti?
34. Ou kontan ou pral an Aiti?
35. Nou pako konnen ki leù nou pralé?
36. Kay ou rété-a gen anpil étaj?
37. Yo mandé anpil kòb nan otèl Montéré?
38. Nou renmen manjé bon manjé?
39. Gen anpil Aisien ki rété O Zétazuni?
40. Sé a 1 otèl ou rété kounié-a?

VI. GUIDED CONVERSATION

Students ask each other the questions they prepared as homework.

VOCABULARY

aéré, adj.	aired, ventilated
aéré, v.	to air, to ventilate
anro, adv.	on top of
bay blag, v. phr.	to tell a joke
bay sou, v. phr.	to face, to overlook
Bèlvu, n.	Belleview (a hotel in Port-au-Prince)
ben, bengn, n.	bath
benyen, v.	to take a bath, to bathe
bòn, n.	maid
boulé avèk, v. phr.	to struggle, to manage, to get along with
chanm, n.	room
chanté, v. or n.	to sing; song
cho, adj.	warm, hot
douch, n.	shower-bath
doué, v.	ought to, should
étaj, n.	story, floor(of a building)
étud, n.	study
frédu, n.	cold
gason lakou, n. phr.	yard boy
gran, adj.	large, big, great
jaden, n.	garden
kabann, n.	bed
kalité, n.	quality, type, kind
Kastèl Aiti, pr. n.	Castel Haiti (name of a hotel in Port-au-Prince)
kouzen (m.), n.	cousin (male)
kouzin (f.), n.	cousin(female)

laba, adv.	yonder, over there
lékòl, n.	school
manadjè, n.	manager
pasé, v.	to spend (time)
pasé tout, prep. phr.	than all
randévou, n.	appointment, rendezvous
rantré, v.	to go in
rèd, adj.	hard
renmen, v.	to like, to love
résépsion, n.	reception, party
ro, adj.	high, tall
sal de ben, n. phr.	bathroom
sal résépsion, n. phr.	lobby, reception room
San Souci, pr. n.	Sans Souci (Fr.) (lit: without worry) A hotel in Port-au-Prince
sékrétè, n.	secretary
solèy, n.	sun
Splandid, pr. n.	Splendid, a hotel in Port-au-Prince
tab, n.	table
ténis, n.	tennis
tép, n.	tape
touris, n.	tourist
vanté, v.	to fan
vid, adj.	empty

Lesson 18

TWO FRIENDS MEET

Two comrades, Asèn and Ti André, meet downtown on Saturday, around noon.

Asèn: Oh, Ti André! How are you? We haven't seen each other for a few days.

Ti André: I'm all right, Asèn. I was in the U.S., and I just came back.

Asèn: You don't live in the same place anymore? I passed by the house and I didn't see anyone.

Ti André: Sure, I live in the same house, at Lafleur Duchêne. Only during working hours there is no one in the house.

Asèn: Where are you going? You seem to be in a hurry, and on a Saturday noon!

Ti André: I am running around looking for some little job to earn my Sunday pocket money. I am broke (there is nothing at home) and you know that 'An empty sack cannot stand up.' What about you, where are you going?

Asèn: My friend, I left downtown early this morning to go home, but then I stopped to watch the enlisted men drilling.

Ti André: There was a big 'batallion drill' this morning, and the general attended in person.

Asèn: What companies were there?

Ti André: There were the 18th, the 14th, the Police, and the Firemen Companies.

Asèn: I like to watch the 18th drilling. Those soldiers sure know how to walk in cadence, shoulder arms, present arms, fix bayonet, everything.

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Ti André: That's true. Well, Asèn, my friend, I'll be seeing you. Goodbye.

Asèn: O.K., Ti André. Why don't you come to my house so we can banter a bit?

Ti André: Fine, old chap. I'll be there. Goodbye.

I. PERCEPTION DRILL

1. Kouté pa répété:

Asèn kontré ak Léon. Kouté.

Asèn: Koté ou sòti la-a?
Léon: M sòt lavil.

Asèn: Koté ou pral la-a?
Léon: M pral kay kouafeù-a, la-a.

Asèn: M bien bezouen fè tèt mouen tou. Ban m antré ak ou kay kouafeù-a.

Mésieu yo tonbé bay blag kay kouafeù-a. Kòm Asèn pa renmen di sa ki vré, li tonbé bay manti. Li di yo gen youn seul bèt bò ouaf-la yo sòt péche. Sé youn kokenn chen réken. Kouafeù-a tèlman pran li kouri al gadé, li pa fin fè tèt Asèn.

2. Kounié-a répété apré mouen.

3. Kouté épi répété:

M bezouen al kay kouafeù. M bezouen fè tèt mouen. Asèn poko fè tèt li. Nou pral fè tèt nou ansanm.

Substitute the first words of the following sentences with the cue words and make the necessary changes:

CUE	STUDENT(S)
mouen	M bezouen al fè tèt mouen kay kouafeù-a.
ti-gason-an	Ti-gason-an bezouen al fè tèt li kay kouafeù-a.
gad-la	
touris yo	
kouzen m-nan	
nou tou lé deu	
gason lakou-a	
mouen	
ou	
sékrété-a	
kouzin Léon-an	
nou	

4. Kouté épi répété:

Ti gason sa-a ap travay. Ti gason sa-yo p ap travay.
Msieu-a pral lavil. Mésieu-yo pral lavil.
Madanm-nan kuit bon manje. Médam-yo kuit bon manjé.

5. Use plural forms in the following sentences:

SINGULAR	PLURAL
Gason lakou-a t ap bay blag.	Gason lakou yo t ap bay blag.
Msieu-a désann Kastèl Aiti.	Mésieu-yo désann Kastèl Aiti.
Otèl-la kouté chè.	
Madanm nan fèk rivé.	
Bòn-nan fè chanm yo déja.	
Kamionèt sa-a pa fè lign Pétionvil.	
Msieu sa-a sé youn bon chofeù.	
Beùf-la pa vlé maché.	
Machin sa-a kouté chè.	
Madanm msieu-a pa isit.	
Chanm-nan bay sou jaden.	
Lakou-a pa gran.	

6. tonbé + verb = to start, to begin

Kouté épi répété:

Kay kouafeù-a, mésieu yo tonbé bay odians.
Yo tonbé bay manti. Léon tonbé palé tou.
Tout moun tonbé palé asnanm.

7. Add tonbé in the following sentences, in the appropriate place:

CUE	STUDENT(S)
Gad-la tiré fizi sou chan d ti.	Gad-la tonbé tiré fizi sou chan d ti.
Chen-an kouri dèyè ti gason-an.	Chen-an tonbé kouri dèyè ti gason-an.
Etudian-an bay manti.	
M fè égzèsis ak bayonèt.	
Médam yo kouri nan tout lakou-a.	
Sèjan-an rélé sou sòlda yo.	
Mésieu yo gaspiyé minision yo.	
Ti moun yo mandé padon.	
Touris-la fè konésans aisien.	
Mèt moulen-an moulen mai-a.	
Nonm-nan manjé duri ak poua rouj.	
Nèg-la bay blag.	

8. kouri alé + verb = to go in a hurry

Kouté épi répété:

Machann-nan présé. Li bezouen tounen lakay li boneù.
Li kouri al vann légum ni yo nan maché-a.

Asèn kouri al gadé sòlda yo fè égzèsis.
Ti gason, kouri al achté poul-la pou mouen.

9. Add to the following sentences the expression kouri alé 'to go in a hurry':

CUE	STUDENT(S)
Dokteù-a ouè nèg-la.	Dokteù-a kouri al ouè nèg-la.
Kontroleù-a rélé touris-la.	Kontroleu-a kouri al rélé touris-la.
Liétnan-an fè gad yo fè égzesis.	
Nonm-nan poté lajan-an.	
Madanm-nan kuit pouason-an lakay li.	
Anglad fémen pòt-la.	
Sékrété-a fè van pou nonm-nan.	
Ti Mari pasé kèk jou ak manman ni.	
Tijo mandé papa-l padon.	
Makdonal téléfonen manadjè-a.	
Ti moun-yo bandé jé li.	
Nèg-la touyé beuf-la.	

10. soti (or) sot + verb = just have...

Kouté épi répété:

Li pasé lakay ou. Li fèk pasé lakay ou.
Li sot pasé lakay ou.
Li sot manjé anpil, li pa ka kouri.

11. Replace fèk with soti or sot in the following sentences:

CUE	STUDENT(S)
Chal fèk achté youn beùf nan maché-a.	Chal sot achté youn beùf nan maché-a.
Kontroleù-a fèk fè konésans Makdonal.	Kontroleù-a sot fè konésans Makdonal.
M fèk réponn lèt manman m-nan.	
Li fèk resevoua youn bèl malèt.	
Nou fèk manjé duri ak poul.	
Asen fèk bay blag kay kouafeù-a.	
Gad-la fèk pran numéro machin-nan.	
Toma fèk étenn sigarèt-la.	
Ou fèk lumen ér kondisioné-a.	
Bòn-nan fèk aéré chanm yo.	
Ti-moun yo fèk pasé deu jou Bizoton.	
Proféseù-a fèk bay étudian yo nouvèl-la.	

12. Kouté épi répété:

Leù nou pa konprann youn bagay, rété mouen.
Chak foua ke nou pa konprann youn bagay, rété mouen.
Tout ti-moun yo té gen youn valiz.
Chak ti-moun yo té gen youn valiz.
M palé ak tout òm. M palé ak chak òm.

13. Replace tout with chak 'each' in the following sentences:

CUE	STUDENT(S)
Nou di tout òm dépozé zam yo.	Nou di chak òm dépozé zam yo.
Li bay tout ti-moun yo manjé.	Li bay chak ti-moun yo manjé.
M vlé tout mésieu yo palé kréòl bien.	
Tout profèseù yo bay blag ak étudian yo.	
Nou konnen ke tout chanm gen èr kondisioné.	
Tout médam yo ap fè youn travay.	
Tout kontroleù gen youn tourist devan ni.	
Tout péi gen lang yo.	
Tout kay gen galri-nan ru sa-a.	
Kontroleù-a gadé tout valiz yo.	
Tout provèb yo vlé di youn bagay.	
Machin-nan rété nan tout kouen yo.	

14. Kouté épi répété:

Kay sa-a gen anpil chanm ak anpil sal de ben.
Sé youn gro kay. Sé youn kokenn kay. Sé youn kokenn chenn kay.
Msieu-a gen youn gro jaden. Li gen youn kokenn jaden.

15. Replace gro with kokenn or kokenn chenn in the following sentences:

CUE	STUDENT(S)
Nou ouè youn gro tab nan lakou-a.	Nou ouè youn kokenn(chenn) tab nan lakou-a.
Li bay youn gro résépsion pou pitit-li-a.	Li bay youn kokenn(chenn) résépsion pou pitit-li-a.
Kastel Aiti sé youn gro otel.	
Msieu-a gen youn gro magazen.	
Yo bay touris-la youn gro chanm.	
Chanm-nan gen youn gro kabann.	
Etazuni gen youn gro lamé.	
Li gen gro zam tou.	
Nou kapab di sé youn gro péi.	
Touris-la vin ak deu gro valiz.	
Nou ouè youn gro otobus pasé la-a.	
Nèg-la achté youn gro beuf.	

16. *Kouté épi répété*:

A ki leù ou ap vini? A deuzeù *jus*?
M poko konnen si m ap vini a deuzeù jus.
M kapab vini anvan, m kab vini apré.
Pa tann mouen a deuzeù jus. Li pi bon si m di ou m ap vini *vè* deuzeù.

17. *Answer* the following questions, using *vè* before the time expression:

QUESTIONS	ANSWERS
Où té manjé a séteu jus?	Non, m té manjé *vè* séteù.
Nou gen randévou ak madanm-nan a katreù jus?	Non, nou gen randévou ak madanm-nan *vè* katreù.
Mésieu-yo pral O Kap a deuzeù jus?	
Kouzin-ou-an ap la a uneù jus?	
Manadjè-a rivé nan otèl-la a sizeù jus?	
Sal de résepsion-an ap louvri a touazeù jus?	
Sékrété-a konn rivé a neuveù jus?	
Touris-la mandé manjé a senkeù jus?	
Gad yo al sou chan-d-ti a dizeù du maten jus?	
Yo fè èr kondisioné-a maché a onzeù jus?	
Pratik-la pasé vann légum a séteù jus?	
Gen kamionèt Pétionvil ki pasé devan pòt-la a midi jus?	

18. Kouté épi répété:

Gen youn moun kab bay manti la-a.
Younn nan nou ap bay manti.
Younn nan étudian sa-yo pa palé kréòl-la bien.
Rélé younn nan ti-moun yo pou mouen.

19. Add younn nan 'one of the' before the noun in the following sentences:

CUE	STUDENT(S)
Blag li ban nou yo té bon.	Younn nan blag li ban nou yo té bon.
Al rélé gason lakou yo.	Al rélé younn nan gason lakou yo.
Chanm yo bay sou jaden-an.	
M pral chèché kouzin mouen yo pi ta.	
Douch-la yo pa maché bien.	
Lékòl yo aprann étudian yo kréòl.	
Sékretè yo pa vin nan travay jodi-a.	
Nan otèl yo fè fré anpil.	
Ti moun yo rantré ta.	
Solda yo pa konn maché o pa.	
Lot gad yo konn fè égzèsis.	
Médam yo séré manjé m-nan.	

Presentation of the Dialogue

Reference: Tape No. 18.

II. DIALOGUE

Deu kanmarad, Asèn ak Ti André kontré lavil youn sanmdi vè midi. Kouté yo.

Asèn: O, Ti André ban m nouvèl ou? Gen kèk jou nou pa ouè.

Ti André: Mouen pa pi mal non, Asèn. M té O Zétazuni, é mouen fè k antré.

Asèn: Ou pa rété menm koté-a? M pasé bò kay-la é m pa ouè moun.

Ti André: Men oui, mouen rété menm koté-a nan ru Lafleù Duchèn. Seùlman leù travay, pa gen moun lan kay-la.

Asèn: Koté ou pralé gro samdi a midi sa-a, ki fè ou présé kon sa?

Ti André: M ap kouri chèché youn ti djòb pou m fè kòb dimanch mouen. "Lakay fè noua", é ou konnen. "Sak vid pa kanpé"! E ou-menm, ki rout ou la-a?

Asèn: Monchè, m sòt lavil dépi maten pou m monté lakay épi m rét ap gadé anrolé yo fè égzèsis.

Ti André: Té gen youn gro "batayondril" maten-an é jénéral-la menm té la.

Asèn: Ki konpagni ki té la?

Ti André: Té gen dizuitièm, té gen katòzièm, konpagni lapolis-la, ak konpagni ponpié-a.

Asèn: Mouen renmen ouè dizuitièm-nan ap fè égzèsis. Sòlda sa-yo konn maché o pa, poté lè zam, prézanté lè zam, fiksé bayonèt, tout bagay.

Ti André: Sa sé vré. Bon Asèn monchè m ap maché. N a ouè. O revoua.

Asèn: Oké Ti André. Chèché youn jou pou ou vin lakay pou nou bay kèk odians.

Ti André: Men oui, monchè, m a vini. Babay.

HOMEWORK

A. Study these Grammar Notes:

1. Gro in the expression gro samdi (or any of the days of the week) means 'right in the middle of.' Very often, the expression is followed by maten (morning), midi (noon), aprémidi (afternoon), or soua (evening).

   Example: Gro samdi maten-an ou ap joué.
   You are playing right in the middle of a Saturday morning.

2. The expression fè tèt needs a subject and an object. Both can be the same person.

   Examples:
   a. M pral fè tèt mouen kay kouafeù-a.
   I'm going to get my hair cut at the barber's.

   b. Kouafeù-a va fè tèt mouen demen.
   The barber will cut my hair tomorrow.

   c. M kapab fè tèt mouen, mouen-menm.
   I can cut my hair mysèlf.

   Notice the translations: to get a haircut and to cut one's hair.

3. Generally the plural is indicated by the determiner yo after the noun. The noun itself doesn't change. There are two exceptions.

Singular	Plural
msieu, msié(gentleman)	mésieu (gentlemen)
madanm (lady)	médam (ladies)

Despite the change in the noun, the determiner still indicates the number.

Example: Msieu-a ouè madanm-nan.
The gentleman saw the lady.

Mésieu yo ouè médam yo.
The gentlemen saw the ladies.

4. Verbs used independently and as auxiliaries:

a. tonbé means to fall
tonbe + a verb means to start, to begin, (as if it looks like there would be no end)

Example: M tonbé ak étudian yo.
I fell down with the students.

M tonbé palé ak étudian yo.
I started to speak to the students.

The auxiliary tonbé gives also the idea that the following action is a long one. M tonbé palé ak étudian yo means not only that I started to speak to the students, but that it was a long talk.

b.

kouri	means	to run
ale	means	to go
vini	means	to come
kouri alé	means	to go in a hurry (hurry-going)
kouri vini	means	to come in a hurry (hurry-coming)

Examples: Li kouri al manjé lakay li.
He hurried home to eat.

Yo kouri vin pot lajan-an.
They hurried to bring the money.

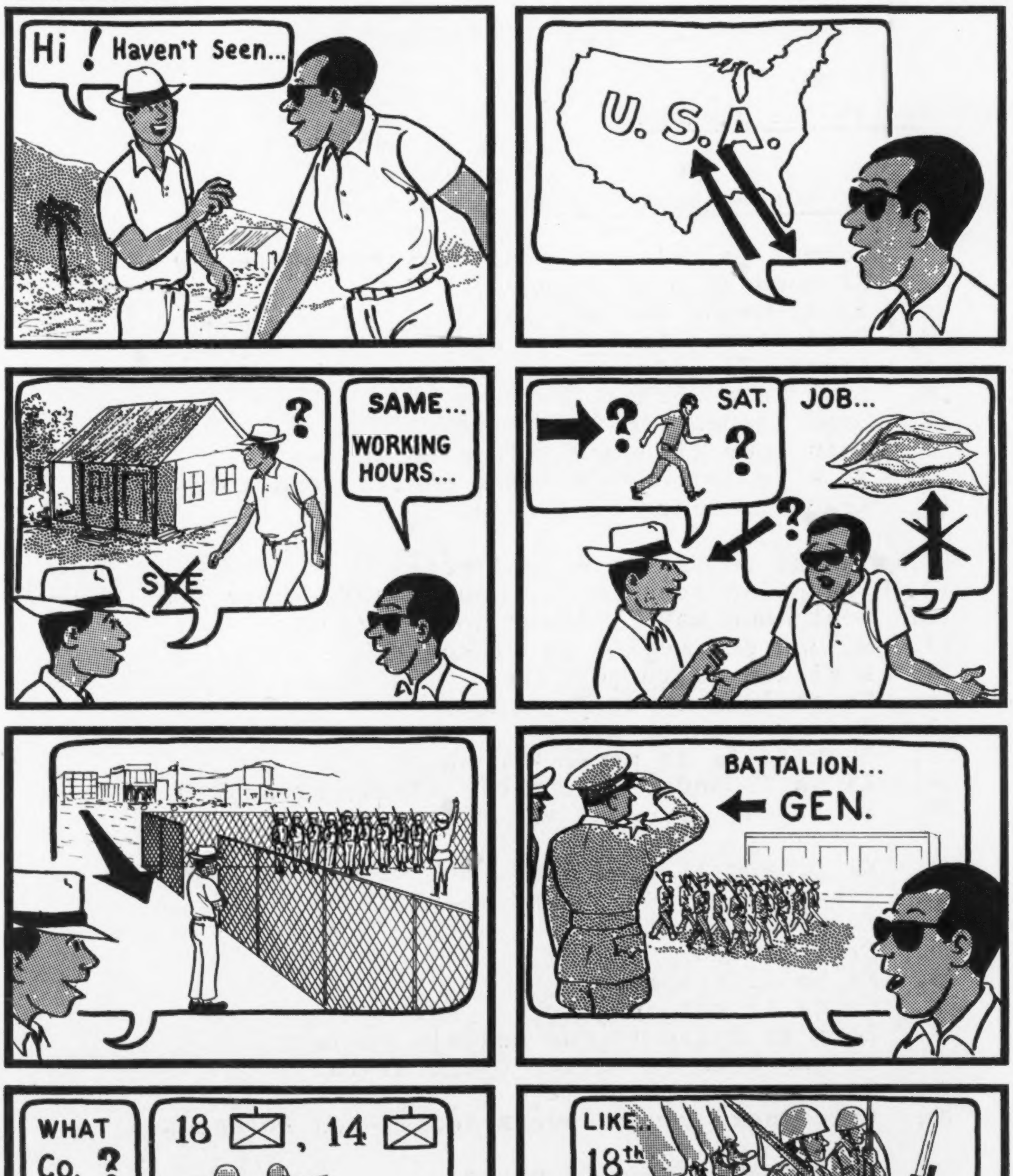
c. soti + a verb

(See Valdman, page 193, Notes on the Narration)

B. Memorize the dialogue.

C. Check your knowledge of the vocabulary.

CREOLE Lesson 18


Hi ! Haven't seen...
U. S. A.
S~~E~~
SAME...
WORKING HOURS...
SAT.
JOB...
BATTALION...
GEN.
WHAT Co. ?
18 , 14
POLICE
LIKE..
18th
LEAVING
FINE
COME TO MY HOUSE

III. RECITATION

A. Recite the dialogue.

B. Answer these questions on the dialogue:

1. Kouman yo rélé deu mésieu ki rankontré yo?
2. Ki moun ki palé anvan?
3. Sa li mandé lòt nèg-la?
4. Dépi konben tan yo pa ouè?
5. Kouman Ti André di li yé?
6. Eské sé an Frans li té yé?
7. Dépi konben tan li rantré?
8. Asèn kouè Ti André rété menm koté-a?
9. Sa k fè li koué Ti André pa rét menm koté-a?
10. Ki bò Ti André di l rété?

11. Nan ki ru Ti André di l rété?
12. Pou ki sa Asèn pa ouè moun kay Ti André leù travay?
13. Tout moun kay Ti André ap travay alò?
14. Ki jou deu mésieu yo té kontré?
15. E ki leù li té yé?
16. Ki sa Asèn mandé Ti André?
17. Ti André pa té présé?
18. Sa k fè li té présé kon sa-a?
19. Ki sa Ti André réponn-ni? (lakay fè noua!)
20. Sa 'lakay fè noua' vlé di?

21. Ki provèb li di l tou? (Sak vid pa kanpé)
22. Eské ou konn sa provèb sa-a vlé di?
23. E Asèn li menm, koté l sòti?
24. Dépi ki leù?
25. Ki bò li t apralé?
26. Ki sa li rét ap gadé?
27. Eské Ti André té ouè égzèsis yo tou?
28. Ki gro chèf ki té la? (jénéral-la)
29. Ki konpagni ki té la?
30. Eske André renmen ouè katòzièm-nan fè égzèsis?

31. Sa sòlda yo konn fè bien?
32. Eské sé Asèn ki di o revoua anvan?
33. Ki sa li di Ti André?
34. Ki sa Asèn mandé Ti André pou l fè?
35. Ti André di li pa kapab vini?

IV. PATTERN DRILL

Tape No. 18

1. Answer the following questions on cue:

CUE	ANSWERS
Ki moun ki fè tèt ou? (li)	Sé li ki fè tèt mouen.
Ki moun ki fè tèt André? (kouafeù-a)	Sé kouafeù-a ki fè tèt Andre.
Ki moun ki fe tèt yo? (mouen)	
Ki moun ki fè tèt li? (Asèn)	
Ki moun ki fè tèt mouen? (mouen)	
Ki moun ki fè tèt Soveù? (yo)	
Ki moun ki fè tèt ou? (mouen)	
Ki moun ki fè tèt mouen? (ou)	
Ki moun ki fè tèt Makdonal? (kouafeù-a)	
Ki moun ki fè tèt Tijo? (manman ni)	
Ki moun ki fè tèt manadjè-a? (bon-nan)	
Ki moun ki fè tèt papa ou? (li)	

2. Put the possessive li or ni after the following nouns:

NOUNS	POSSESSIVE
manman	manman ni
papa	papa li
pitit	
frè	
matant	
oto	
kay	
pouason	
non	
métié	
madanm	
seù	

3. Insert tonbé 'to start, to begin, as if not to stop soon' in the following sentences:

INSTRUCTOR	STUDENT(S)
Mésieu yo kouri rantré lakay yo.	Mésieu yo tonbé kouri pou rantré lakay yo.
Kouafeu-a bay odians ak kanmarad yo.	Kouafeu-a tonbé bay odians ak kanmarad yo.
Nou ri leù nèg-la bay blag-la.	
Tout fanm yo rélé leù oto-a pran difé-a.	
Matant li palé de vouayajeù ki vini yo.	
Soveù dòmi afòs li fatigé.	
Tout moun kouri pou al ouè yo kokenn chenn réken.	
Ti-gason-an bay manti leù papa l pa jouenn zouti-a.	
Makdonal palé kréòl leù li débaké.	
Mésieu yo manjé afòs pouason-an té bon.	
Chofeù-a kouri pou l té rivé boneù.	
Médam yo rélé lè pitit-la tonbé.	

4. Insert kouri in the following sentences to mean that the action is done in a hurry:

INSTRUCTOR	STUDENT(S)
Li tounen lakay li.	Li kouri tounen lakay li.
Ti moun yo benyen nan pisin-nan.	Ti moun yo kouri benyen nan pisin-nan.
Matant li monté anro.	
Lapolis vini ouè sa ki genyen.	
Tout moun alé ouè réken-an.	
Menm Ti André désann anba-a tou.	
Machann-nan vann légum-ni-an.	
Mésieu yo vin manjé an midi-a.	
Ti bòn-nan fè kabann Makdonal.	
Chofeù-a tounen vin chèché jounalis-la.	
Tout ti-moun al lékòl a uiteù.	
Nou ouè anpil moun k ap pasé devan kay Asèn.	

5. Turn the given sentence into a question, using the pattern ki sa...sòt fè. Then answer the questions.

GIVEN SENTENCE	QUESTION	ANSWER
Tijo achté manjé.	Ki sa Tijo sot fè?	Tijo sòt achté manje.
Anrolé yo fè égzèsis.	Ki sa anrolé yo sòt fè?	Anrolé yo sòt fè égzèsis.
Mésieu yo bay odians.		
Madanm-nan achté légum.		
Kouzin-ni-an chanté nan légliz katolik-la.		
Manadjè-a montré Makdonal chanm-nan.		
Chofeu-a kondui touris yo otèl Bèlvu.		
Ponpié yo tuyé difé-a.		
Proféseù-a aprann ti-moun yo étenn dife.		
Kouafeù-a fè tèt kanmarad yo.		
Bato-a rivé bò ouaf-la.		
Ti moun yo al gadé si manman yo vini.		

6. Answer the following questions according to the given cues:

QUESTIONS AND CUES	ANSWERS
Ki leù li yé? (noon, sharp)	Li midi jus.
Vè ki leù ou ap rivé lavil? (around 2:30)	M ap rivé lavil vè deuzeù é dmi.
A ki leù nou sòt lavil? (4 o'clock, sharp)	
A ki leù avion Pann Amérikann-nan atéri Pòtoprens? (4 p.m.)	
Nou dòmi boneù? (Yes, around nine)	
A ki leù bato-a rivé bò ouaf-la? (around 10 a.m.)	
Vè ki leù kouafeù-a louvri? (around 7 a.m.)	
E a ki leù li fèmen? (six sharp)	
A ki leù proféseù yo sòt isit-la? (around five)	
A ki leù Ti André al bay bèt yo dlo? (around three)	
A ki leù nou sòti nan kabann nou lé samdi? (around eleven)	
A ki leù mésieu yo manjé? (one o'clock sharp)	

7. Answer the following Vè ki leù questions, using your own time designation:

QUESTIONS	ANSWERS
Vè ki leù ti-moun yo va sot lékòl?	Ti moun yo va sot lékòl vè katreù.
Vè ki leù manadjè-a va ouè Makdonal?	Manadjè-a va ouè Makdonal vè deuzeù.
Vè ki leù machann-nan ap vini?	
Vè ki leù avion-an ap pasé.	
Vè ki leù André pral kay kouafeù-a?	
Vè ki leù jounalis-la va tounen soti O Kap?	
Vè ki leù fanm-nan ap poté dlo-a?	
Vè ki leù yo té tonbé bay odians yo?	
Vè ki leù André té ouè kokenn bèt-la?	
Vè ki leù Pann Amérikann-nan va atéri demen maten?	
Vè ki leù Mésieu yo té sot nan travay?	
Vè ki leù ou apral fè tèt ou kay kouafeù-a?	

8. Answer the following questions making use of younn nan... sa yo:

QUESTIONS	ANSWERS
Ki oto ou vlé?	M vlé younn nan oto sa-yo.
Ki machin ou va kondui?	M ava kondui younn nan machin sa-yo.
Nan ki otèl n a désann?	
Ki chofeu li ta rélé?	
Ki odians n a bay?	
Ki kay ou pral gadé?	
Nan ki réstoran nou taval manjé?	
Ki chanté ou ta chanté?	
Ki tab l ap vann?	
Ki chanm Makdonal vlé?	
Ki manjé ou renmen?	
Ki babann nou tava achté?	

9. Take the following dictation:

(Reference: Perception drill 1)

10. Write five questions. At the end of the period hand in the dictation and questions for correction.

V. NARRATION

A. Read the notes on the narration on page 193 in Valdman.

B. Read the narration on page 192 in Valdman.

C. Answer the following questions on the narration:

1-18. See Valdman, page 193.

19. Koté Ti André t apralé leù li kontré ak kanmarad yo?
20. Vè ki lèu sa té yé, samdi-a?
21. Ki koté mésieu yo rété palé? (nan kafou-a)
22. Lè mésieu yo kontré ki sa yo tonbé fè?
23. Yo bay anpil odians?
24. Tou sa André di yo sé vré? (Non)
25. Pou ki sa? (li sé youn manteù)
26. Si André sé manteù, ki sa li renmen bay? (manti)
27. Nou renmen bay manti tou?
28. Koté Ti André di ké li té sòti? (lavil)
29. Ki bò lavil la li té sòti (bò ouaf-la)
30. Eske nan léktu-a yo di ki moun ki té péché réken-an?

31. Eske nou konn péché?
32. Nou konn ouè réken déja?
33. Ki bò ki té plen moun?
34. Pou ki sa moun vansé pran moso réken?
35. Eske mésieu k ap kouté Ti André-yo pran vré? (oui)
36. Koté lòt kanmarad Ti André rankontré kay kouafeù-a
    té rété? (ruèl Vag)
37. Eske li rakonté menm Odians Ti André té bay la? (Oui)
38. Eske sé manti Ti André-a ki fè tout moun kouri al
    lavil?
39. Réken-an té tou piti?
40. Lè André té fin manjé lakay li ki koté li alé?

41. Ki sa li té al fè kay kouafeù-a?
42. Eske ou bezouen fè tèt ou tou?
43. Dépi ki leù ou fè tèt ou?
44. Pou ki sa tout moun t ap fè van kay kouafeù-a?
45. Eske fè cho kounié-a isit?
46. Ki koté odians-la té maré sérieu?
47. Sa ki fè Ti André kouri al gadé tou?
48. Nou renmen bay odians tou?
49. Ou konn al sou lanmè?
50. Nou konn ouè avion atéri sou lanmè?

VI. WRITTEN COMPOSITION

To students:

1. Write a composition of about ten lines on any subject. 15-20 min.
2. Have your composition read by another student.
3. Invite other students to ask questions about your composition topic.

Instructor:

Collect compositions for correction.

VOCABULARY

afòs, conj.	because
anba-a, adv. phr.	down there
André, pr. n.	Andrew
atéri, v.	to land
bay odians, v. phr.	to banter, to tell jokes
bato, n.	boat
bèt, n.	animal
blag, n.	joke
fanm, n.	woman
fè tèt, v. phr.	to get a haircut
fòs, n.	force, strength
jus, adv.	exactly, sharply
kafou, n.	intersection, crossroad
kamarad, kanmarad, n.	comrade, friend
kokenn, adj.	fantastic, huge, immense
kokenn chenn, adj. phr.	enormous, gigantic (dimension)
kouafeù, n.	barber
Lafleù Duchèn, pr. n.	Lafleur Duchêne (French) (Oak Flower) A street in Port-au-Prince
lanmè, n.	sea
maché, v.	to continue
manteu, n. or adj.	liar
manti, v.	to lie
maré, v.	to chain
médam, n. pl,	ladies
mésieu, mésie, n. pl.	gentlemen, men
moman, n.	moment
moso, n.	piece
nan, prep.	among
noua, adj.	black
odians, n.	audience, banter

paròl, n.	story
péché, v.	to fish
plen, adj. or v.	full;to fill
réken, n.	shark
ruèl, n.	small street
ruèl Vag, n. phr.	Waag Alley
samdi, sanmdi, n.	Saturday
sérieu, adj. or adv.	serious, seriously
soti, v.	to come from
soti nan, v. phr.	to come out of
tèt, n.	head, hair
vansé, v.	to close in
vè, prep.	toward, around
vre, adj. or adv.	true, real, actual;truly really
waf, ouaf, n.	wharf

Idiomatic Expressions

fè van	to fan
gro samdi	right in the middle of a Saturday
lakay fè noua	There is no money at home; to be broke
pran vré	to be fooled
sa cho	things are hot
youn seùl	big, extraordinary, fantastic

Proverb

Sak vid pa kanpé.	An empty sack can't stand up.

Lesson 19

REGISTERING FOR A ROOM

The manager of Hotel Splendid takes Mr. MacDonald to the first floor to show him a room. Mr. MacDonald finds it not too bad and takes it. Then they go down to the lobby to settle the matter of registration and passport.

Manager: Here's the room.

MacDonald: Does the room have air conditioning?

Manager: No, but it's well ventilated and cool.

MacDonald: All right, I'll take it. What are the rates?

Manager: Twenty dollars per day including three meals, maid service, waiter service--everything.

MacDonald: How about seventeen dollars?

Manager: I'm sorry but here we have fixed prices.

MacDonald: O.K., I'll take it.

Manager: Very well, let's go down. What's your profession?

MacDonald: I'm a journalist.

Manager: What's your nationality? Are you American?

MacDonald: Yes.

Manager: Please give me the number of your passport.

MacDonald: Here's my passport.

Manager: Thanks. You may go up to your room. The maid has already made the bed.

MacDonald: Fine, because I'm all in. I'd like to take a little nap.

I. PERCEPTION DRILL

1. Kouté épi répété sa touris-la ak manadjè-a di:

Touris : M bezouen youn chanm ki pa chè.
Manadjè: M gen younn ki vid nan katrièm étaj-la.

Touris : Konben ou mandé pou li?
Manadjè: Ven dola.

Touris : Fè jus pri li.
Manadjè: Li pa gen lòt pri; sé jus pri li sa.
Si ou vlé ou mèt pran n koulié-a.

Touris : M ap pran ni paske m bouké maché.
Manadjè: Ki nasionalité ou?

Touris : M sé amérikan.
Manadjè: Ann al ouè chanm-nan.

2. Review: ordinal numbers

Répété apré mouen:

premié, deuzièm, touazièm, etc. . .(up to ventièm)

Note that the stems used for numbers are the same for telling time or counting years. An exception is younn which becomes premié.

3. Kouté épi répété:

Konben ou mandé pou poul-la madanm?
-Sèt goud é dmi, pratik.

Ou pa vlé senk goud?
-Gro poul sa-a ou ta vlé m ba ou li pou senk goud.

Men, fè jus pri l non, madanm.
-Bon, pran ni pou sèt goud.

4. Ask the seller the final or last price of the articles mentioned in the cues:

CUE	STUDENT(S)
M mandé sèt goud é dmi pou poul-la.	Fè jus pri poul-la non, madanm.
Pédro mandé kat goud é dmi pou roma-a.	Fè jus pri roma-a non, Pedro.
Manadje-a mandé 20 dola pou chanm-nan.	
Msieu-a mandé youn goud pou moso viann-nan.	
André mandé deusan dola pou ti bato-a.	
Pratik-la mandé sèt goud pou pouason-an.	
Léon mandé senkant goud pou rèken-an.	
Komè mandé kenz goud pou tab-la.	
Gad-la mandé vendeu goud é dmi pou fuzi-a.	
Liétnam Moris mandé di goud pou munision yo.	
Sésé mandé kenz kòb pou bouat alumèt-la.	
Kontroleù-a mandé souasant dola pou paspò-a.	

5. Ask the following questions of each student:

QUESTIONS	STUDENT(S)
Ki métié ou?	M sé proféseù.
Ki nasionalité ou?	M sé amériken.
Ki laj ou?	M gen senkant an.

6. Review: the interrogative ki followed by a noun

Ask questions on cue, using the interrogative ki + noun:

CUE	STUDENT(S)
Ti-gason-an ap bay odians kay kouafeù-a?	Ki ti-gason k ap bay odians kay kouafeu-a?
M palé fanm-nan pou l alé nan maché.	Ki fanm ou palé pou alé nan maché-a?
Avion Pann Amérikann-nan atéri Mai Gaté.	
Misionè-a rété kanpé nan chak kafou.	
Tijo kenbé youn ti poul noua.	
Ti moun yo t ap benyen nan pisin- an.	
Ruèl-la té plen moun.	
Nèg-la té péché youn gro pouason.	
Tout moun yo té kouri bò ouaf-la.	
Manadjè-a bay Makdonal youn chanm nan premié étaj.	
Manadjè-a bay Makdonal youn chanm nan premié étaj.	
Ti moun yo t ap benyen nan psisin-nan.	

7. Kouté épi répété:

Manadjè-a di Makdonal ké bòn nan fè chanm ni déja.
Makdonal kapab monté nan chanm ni.
Li mèt monté nan chanm-ni.
Ou mèt palé kréòl, y a konprann ou.
Nou mèt rété lakay nou démen, pa gen lékòl.

8. Insert mèt in the following sentences to indicate that the subject may do the action:

CUE	STUDENT(S)
Avion yo atéri kounié-a.	Avion yo mèt atéri kounié-a.
Ti-moun yo va bay odians pi ta.	Ti moun yo va mèt bay odians pi ta.
Ou al benyen nan lanmè.	
Asèn chita pou kouafeù-a fè tèt li.	
Nou bay pòv-la moso manjé.	
Mari maré poul-la anba tab-la.	
Nou kouè sa l ap di, sé pa manti.	
Médam yo lumen èr kondisioné-a.	
Lakay fè noua, n a manjé.	
Yo soti nan lanmè-a kounié-a.	
Bato-a rété bò ouaf-la.	
Gad yo aprann tiré fizi.	

9. Review: verbs with the progressive form ap

Put the verbs of the following sentences in the progressive form ap:

SENTENCES	PROGRESSIVE FORM
M travay dépi maten nan moulen-an.	M ap travay dépi maten nan moulen-an.
Yo té benyen leù nou té manjé.	Yo t ap benyen leù nou t ap manje-a.
Li pa bay manti jodi-a.	
Nou jouenn youn lòt bòn.	
Yo pa té gaspiyé lajan yo leù yo té an Frans.	
Li té sué leù li fin fè égzèsis-la.	
M péché pouason boneù.	
Nèg-la té fè tèt li leù Asèn rivé.	
Nou pa kouri al fè rout nou.	
Yo pa té pran roma jodi-a.	
Gad yo té kouri sou chan-d-ti-a ansanm.	
M plen pisin-nan dlo pou nou benyen pi ta.	

10. Kouté épi répété:

Nou sòt lavil. Nou maché anpil. Nou bouké.

M palé anpil jodi-a. M bouké palé kounié-a;

Nou bouké travay? Non, nou pa bouké travay.

11. Add the concept bouké...pa ka, 'to be tired...cannot' to the following sentences.

SENTENCES	STUDENTS
Vin al lavil pou mouen.	M bouké, m pa ka al lavil.
Fè Tijo pot dlo pou papa l.	Tijo bouké, li pa ka pot dlo pou papa l.
Matant di nou tout vin manjé.	
Sé pou ou al moulen mai-a.	
M pral fè chanm mésieu yo.	
Gad yo ap kouri sou chan-d-ti-a.	
Retounen soulié yo nan magazen-an.	
Annou sòti pi ta.	
Di Mari al plen pisin-nan.	
Manjé tout manjé-a.	
Ti moun yo pral bay beùf yo dlo.	
Nou pral benyen nan lanmè.	

12. Transform into the imperative:

SENTENCES	IMPERATIVE
M pral pran youn douch.	Al pran youn douch.
N ap fè chanm mésieu yo.	Annou fè chanm mésieu yo.
N ap kuit roma yo.	
N ap rivé pran youn lèt lapòs.	
M ap péyé pouason-an.	
N ap suiv médam yo.	
M ap moulen duri-a.	
M ap fè tèt Tijo.	
M ap benyen pitit seu-m-nan yo.	
N apral ouè bato yo bò ouaf-la.	
M ap kanpé tann pratik-la nan kafou-a.	
N apral joué ak ti-moun Asèn yo.	

Presentation of the Dialogue

Reference: Valdman, page 195.

II. DIALOGUE

1. References:

   a. Tape No. 19.

   b. Valdman, page 195.

2. Exercises:

   a. Listen to and repeat the dialogue several times.

   b. Listen to and pronounce the vocabulary several times.

HOMEWORK

1. Study the dialogue until you know it thoroughly.

2. Read the following:

CULTURAL NOTE ON BARGAINING

In Haiti, there is room for bargaining. It is almost always possible to buy anything for less than the asking price. Therefore, the non-native is well advised to learn how to establish a reasonable price or jus pri through bargaining.

The jus pri is not determined in only one step. "Negotiations" often go through four or five steps, as follows:

(1) You are given the asking price.
(2) You ask for the real price or vré pri.
(3) You are given the vré pri.
(4) You ask to hear the jus pri.
(5) Then you make a "final offer," the dènié pri.
(6) Even this is not the end. You ask for a "special price for me," a pri pa m.

All this is accomplished with increasing verbal violence. You may be called some dirty names, but you probably won't understand them, and they should not discourage you. For if you persevere and the merchant is becoming increasingly unhappy, you know you are coming ever closer to a fair price. And if, after the deal, you are followed for two or three blocks by a most unhappy merchant hurling invectives at you, because you "ruined him," you know you got a fair price.

3. Check your knowledge of the vocabulary.

4. Read the grammar notes in Valdman, on pages 200, 201, 202, 203, and 204.

5. Read also the following grammar notes:

   a. The comparative and superlative are expressed by the addition of pi in the case of adjectives and plis in the case of adverbs.

   For example:

   Sé pi bon liv ou ka jouenn.
   (It's the best book you can find.)

   Li manjé plis pasé ou.
   (He ate more than you.)

   For emphasis, pi plis is sometimes used instead of just plis.

   Asèn travay pi plis pasé Léon.
   (Arsène works more than Leon.)

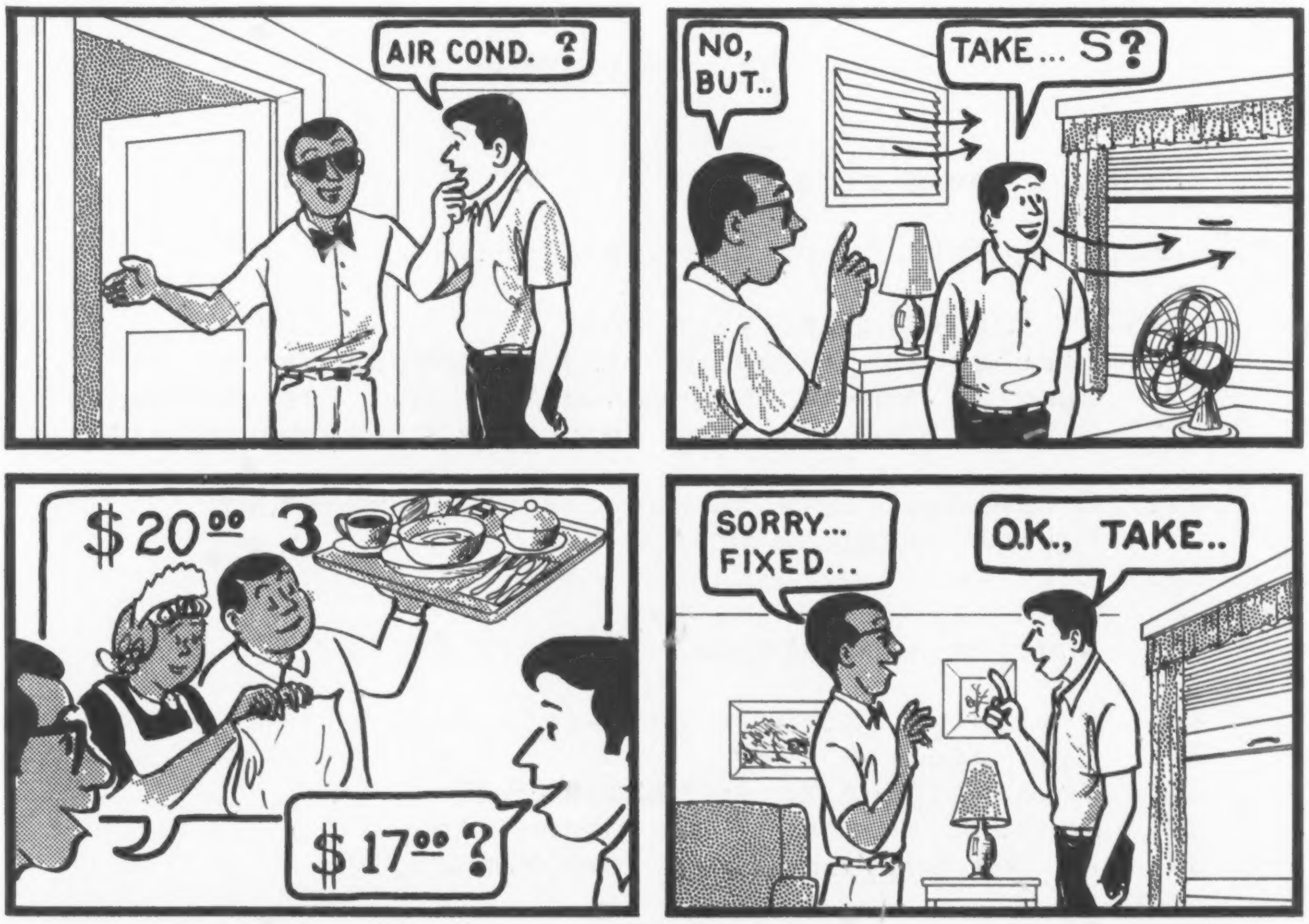
   b, Ordinal numerals are formed by adding -ièm to cardinals.

   For example:

CARDINALS	TIME EXPRESSIONS	ORDINALS
9 neùf	9 o'clock neuveù	9th neuvièm
dis katrevenun	dizeù	dizièm katrevenunièm
A lone exception:		
younn (1)	uneù	prémié

6. Prepare ten questions for use in class tomorrow.

CREOLE Lesson 19


AIR COND. ?
NO, BUT..
TAKE... S?
$20.00 3
$17.00 ?
SORRY... FIXED...
O.K., TAKE..
...down... Profession ?
JOURNALIST
U.S.?
✓
No.
HERE
ALREADY
fine... ...nap.

III. RECITATION

A. Reenact the dialogue.

B. Answer questions on the dialogue:

1-17. See Valdman, page 199.
18. Eské sé nan touazièm étaj chanm-nan yé?
19. Eske sé bòn-nan ki mennen Makdonal ouè chanm-nan?
20. Pou ki Makdonal pran chanm-nan? (li pa pi mal)

21. E ou-menm, eske ou ta pran chanm-nan tou?
22. Pou ki sa ou ta pran ni?
23. Eské ou ta pito Kastèl Aiti?
24. Makdonal pa fè jus pri?
25. Konbien kòb Makdonal vlé bay? ($17.00)

26. E ou-menm, konbien ou ta vlé bay?
27. Eske otèl-la chè?
28. Sé manadjé-a ki fè kabann-nan?
29. Konbien kabann ki lan chanm-nan?
30. Ki leù pou manadjè-a lévé Makdonal?

31. Ki nasionalité nou?
32. E mouen-menm?
33. Eské ou gen youn paspò?
34. Eské n ap bezouen youn paspò pou n alé an Aiti?
35. Nou ta vlé fè youn ti dòmi kounié-a?

IV. IN THE LAB, with Tape No. 14

1. Lexical variation drills. (See Valdman, pages 197-199.)
2. Grammar exercises. (See Valdman, pages 200-205.)
3. Translations. (See Valdman, pages 201 and 204.)

V. LEKTU

Vouayaj

Vouayajé sé bon bagay. Moun ki vouayajé anpil konnen anpil bagay. Youn péi pa menm avèk youn lot, paské sa ou jouenn nan younn ou pa jouenn ni nan lòt-la; sé pou sa ké leù ou konnen deu péi ou kab mété ansanm tou sa ou aprann nan tou lé deu; sa fè ou konnen plis bagay pasé moun ki pa vouayajé. Donk sé pa difisil pou konprann ké youn moun ki ouè toua péi konnen plis bagay ankò. Plis ou vouayajé sé plis ou konnen. Men, konnen sé pa tout. Leù ou konnen, ou konprann lòt moun ak moun lòt péi pi bien. Ou konprann tou pou ki sa yo pa kab menm avèk ou, é sé lakay yo menm pou ou aprann ni pi bien.

Pou ou renmen lòt moun, fò ke ou konprann yo anvan. E pou ou konprann yo, fò ou ouè ke yo pa menm avè ou, ni yo pa kapab menm avè ou. Nou ouè pou ki sa vouayajé sé bon bagay: sé paské vouayajé fè konnen, konnen fè konprann é konprann fè renmen. Si tout moun te ka vouayajé nan tout péi, younn ta konnen lot, younn ta konprann lot, younn ta renmen lòt.

Anpil moun vouayajé nan avion paské avion pi rapid pasé tout bagay, é li pa fè ou pèdu tan nan rout. Tout péi ki vlé étranje ak touris vini, fò ké yo fè gran aéropò ki kab pran gro avion. Fò yo gen bon otèl ki gen konfò é ki bay bon manjé.

Leù youn touris pa palé lang péi-a, li renmen jouenn moun ki palé lang pa li. Touris vouayajé pou plézi yo, men tout moun pa touris. Anpil lòt moun vouayajé pou youn travay, men yo kap pran kèk plézi tou.

Si nou kapab annou vouayajé anpil pou nou ka konnen anpil lòt moun. Kon sa n a ka konprann yo bien é n a renmen yo anpil tou.

Késtions

1. Vouayajé pa bon bagay?
2. Eske ou ta renmen vouayajé?
3. Vouayajé fè moun konnen anpil bagay?
4. Moun ki vouayajé pa konn anyen?
5. Eské tout péi sé menm?
6. Eské sa ou jouenn nan younn, sé sa ou jouenn nan lòt-la?
7. Youn moun ki pa voyajé konnen plis pasé sa ki konnen deu péi?
8. E moun ki konn toua péi?
9. Si manadjè- otèl-la pa vouayajé, èské li konn plis ke Makdonal?
10. Eske konnen sé tout?

11. Leù ou konn youn lòt péi, èske ou konprann moun lòt péi pi bien?
12. Eske tout moun menm?
13. Pou ki sa yo pa menm?
14. Ki koté pou ou konprann youn moun youn lòt péi pi bien?
15. Ki koté youn moun ap konprann aisien pi bien?
16. E amériken?
17. Si ou pa konprann youn moun, ou ka renmen ni?
18. Eské tout moun sé menm ak ou?
19. Eské tout moun kapab vouayajé?
20. Pou ki sa?

21. Moun ki gen anpil lajan vouayajé anpil?
22. Si tout moun té ka vouayajé, ki sa ki ta rivé?
23. Pou vouayajé, sé machin ki pi rapid?
24. Ki sa ki pi rapid?
25. Nou vouayajé nan avion déja?
26. Leù ou vouayajé nan avion, èské ou pèdu tan?
27. Ki sa pou youn péi, ki vlè touris étranjé vini, fè?
28. Pou ki sa yo bezouen gran aéropò?
29. Ki sa fò péi sa yo gen ankò? (bon otèl)
30. Eske gen bon otèl an Aiti?

31. E O Zétazuni?
32. Ki sa pou otèl yo genyen? (konfò ak bon manjé)
33. Eske fò yo bay bon manjé tou?
34. Leù touris pa palé lang péi-a, ki sa li renmen jouenn?
35. An Aiti, gen moun ki konn palé lang nou?
36. Leù nou va alé an Aiti, èské nou va konn palé lang Aisien?
37. Ki lang Aisien palé?
38. E amériken?
39. Leù n al an Aiti; eské nou kouè n a bezouen youn moun ki konn palé anglé?
40. Pou ki sa touris vouayajé?

VI. TOWARD FREE EXPRESSION

Students ask each other the questions they prepared as homework.

VOCABULARY

anlè, adv.	above, up high, on top
bouké, adj.	tired, pooped out, done in
difisil, adv.	difficult
donk, conj.	then, consequently, so
dufeu, dife, n.	fire
fatigé, adj.	tired
fraz, n.	sentence
fumen, v.	to smoke
gason, n.	waiter, bellhop
jus, adj.	just, moral, fair
jus pri, n. phr.	price settled by bargaining
konn, v.	to be used to, to be in the habit of, to know how
kouté chè, v. phr.	to be expensive
ladan, adv.	included, within, inside, into
lafumen, n.	smoke
lajeù, n.	width
lariviè, n.	river
lévé, levé, v.	to get up, to wake up, to rise; to lift, to raise
li, n.	bed
lib, adj.	free
longeù, n.	length
lontan, adv.	long time
malad, n. or adj.	sickness; sick
men, n.	hand
mèt, v.	can, may
métié, n.	profession, trade, business
moun mòn, n. phr.	hillbilly
nasionalité, n.	nationality

pa, prep.	by, per (see pa jou)
pézé, v.	to weigh
pito, v. or adv.	to prefer, to wish, rather
plis, adv.	more
poua, n.	weight
pri, n.	price
rapid, adv.	rapid, fast
razeù, adj.	broke (i.e. having no money)
relijion, n.	religion
repo, répo, n.	rest
repozé, v.	to rest
santim ò, n. phr.	cents (U.S.)
sou, adj.	drunk
trouazièm, adj.	third
zanmi, n.	friend

Idiomatic Expression

fè youn ti dòmi	to take a nap

Lesson 20

REVIEW

I. Oral Review Drill on Lessons 16 and 17

1. Answer the following questions:

QUESTIONS	ANSWERS
Dépi konben tan ou pa manjé?	Mouen pa manjé dépi deu jou.
Dépi ki leù avion-an rivé?	Avion-an rivé dépi (a) senkeù.
Dépi konben tan yo pa ouè?	
Dépi konben tan anrolé yo ap fè égzèsis?	
Dépi konbien tan ou pa vin an Aiti?	
Dépi konbien tan ti-moun-nan ap domi?	
Dépi ki leù ou tounen?	
Dépi konben tan y ap bay odians?	
Dépi ki leù Makdonal pa vin an Aiti?	
Dépi ki leù matant ou lévé?	
Dépi konben tan nou pa ouè?	
Dépi konbien tan nèg-la nan bato-a?	

2. Answer the following questions in the negative, using pa genyen or nan pouen or, when possible, both:

QUESTIONS		NEGATIVE ANSWERS
Eske gen dlo nan bato-a?		Non, pa gen dlo nan bato-a.
	Or:	Non, nan pouen dlo nan bato-a.
Tijo gen anpil zanmi?		Non, Tijo pa gen anpil zanmi.
Eske ti péi gen gro lamé?		
Lariviè-a gen anpil dlo?		
Eske té gen youn kokenn réken bò ouaf-la?		
Gen jaden nan lakou otèl-la?		
Eské ou gen lajan?		
Eské gen étranjé ki débaké nan avion-an?		
Pa gen moun nan kay-la?		
Eské gen duven ladan n?		
Eské fanm nan gen alumèt?		
Eske lariviè-a gen pouason?		
Eske gen pouason nan lanmè-a?		

3. Make a sentence with each of the following words:

WORDS	EXAMPLES
jaden	Otèl-la gen bèl jaden.
justan	M a tann justan ou vini.
aprann	
dépi	
gaspiyé	
rankontré	
kalité	
laba	
lakou	
renmen	
lè zam	
bay sou	

4. Ap palé? Answer the following questions. Add any object.

QUESTIONS	ANSWERS
De ki sa ou ap palé?	M ap palé de vouayaj an Aiti.
De ki bagay chofeù-a ap palé?	L ap palé de otèl Bèlvu.
De ki moun Asèn ap palé?	
De ki oto Léon ap palé?	
De ki péi Tijo ap palé?	
De ki machann Soveù t ap palé?	
De ki konpagni Ti André va palé?	
De ki moun n ap palé la-a?	
De ki manteù kouafeù-a ap palé?	
De kay ki moun Anglad t t ap palé?	
De oto ki zanmi ou ap palé mouen la-a?	
De manadjè ki otèl chofeù-a t ap palé Makdonal?	

5. Answer the following questions using the pattern, Sé...ki fè. Provide any subject and keep the same tenses.

QUESTIONS	ANSWERS
Ki moun ki fè ti-moun yo manjé?	Sé manman yo ki fè ti-moun yo manjé.
Ki manadjè ki fè Makdonal ouè chanm-nan?	Sé manadjè otèl Splandid-la ki fè Makdonal ouè chanm-nan.
Ki konpagni ki va fè égzèsis aprémidi-a?	
Ki moun ki té fè manadjè-a levé Makdonal?	
Ki bèt ki té fè tout moun alé bò ouaf-la?	
Ki liétnan ki t ap fè dizuitièm-nan fè égzèsis?	
Ki proféseù ki ta fè étudian yo aprann palé anglé?	
Ki kontroleù kap fè Makdonal ouvri malèt-li-yo?	
Ki kaporal ki t ap fè anrolé yo prézanté lèzam.	
Ki moun ki pou fè bòn-nan fè chanm-nan?	
Ki kanmarad ki té fè konésans Ti André?	
Ki moun ki fè misionè-a jouenn katédral-la?	

6. Use the word ki to avoid repetition in the following sentences:

SENTENCES WITH REPETITION	SENTENCES WITH KI
Sé manman ti-gason an, ti-gason-an ap dòmi.	Sé manman ti-gason k ap dòmi-an.
Avion touris yo, touris yo rantré maten-an.	Sé avion touris ki rantré maten-an.
Sé kay proféseù-a, proféseù-a palé anglé.	
Otèl-la chè, otèl-la anro mòn nan.	
Oto zanmi-m-nan, zanmi-m-nan té O Zétazuni.	
Sé machann-nan, machann-nan t ap vann légum.	
Poté sa-a pou touris-la, touris-la nan pisin-nan.	
Makdonal manjé nan réstoran-an, réstoran-an lavil Plézans.	
Sé jounalis amériken-an, jounalis-la palé kréòl.	
Li rivé nan avion Pann Amérikann-nan, avion Pann Amérikann-nan rantré chak jou.	
Rélé ti-gason-an, ti-gason-an ap benyen nan pisin-nan.	
Fè fanm-nan chita, fanm-nan ap rélé.	

7. Make a comparison between the given sentence and cue, using pi...pasé:

SENTENCES AND CUE	COMPARISON STATEMENT
Otèl Kastèl Aiti chè. (Otèl Splandid)	Otèl Kastèl Aiti pi chè pasé otèl Splandid.
Ti André manteù. (Asèn)	Ti André pi manteù pasé Asèn.
Pòtoprens gran. (lavil O Kap)	
Pétionvil bèl. (koua dè Boukè)	
Makdonal konn palé anglé bien. (Léon)	
Kafou fè cho. (Plézans)	
Avion alé vit. (kamionèt)	
Aiti pré. (an Frans)	
Ti gason-an malad. (matant-li)	
Oto fanm-nan chè. (oto manadjè-a)	
Etazuni fò. (tout lòt péi)	
Misionè-a fatigé. (sòlda yo)	

8. Kouté épi répété:

Tout touris ki vini an Aiti débaké Pòtoprens, paské sé Pòtoprens seùlman ki genyen youn gran aéropò. Yo rélé aéropò-a Mai Gaté, é sé la Makdonal té débaké. Aisien renmen ouè touris, paské péi-a pòv, é chak touris poté youn ti lajan kòm nan tout péi. Leù touris yo débaké kon sa-a, épi leù y ap pati tou, anpil ti machann kouri sou yo pou vann yo tout kalité bagay. E kòm bagay yo pa chè, chak touris kab achté anpil bagay avèk ti lajan li poté-a.

Men yo pa gaspiyé kòb yo. Yo konnen fò yo fè jus pri. Y aprann sa dépi anvan ké yo vin an Aiti. Si youn machann mandé senk goud pou youn bagay, touris yo mandé machann-nan si li pa vlé toua goud. Kèk foua menm yo mandé l si l pa vlé deu goud. Makdonal té kouè li té kapab bay disèt dola pou chanm nan. Men, manadjè-a di li non. Yo gen pri fiks. Sé pou ou fè jus pri ak yo.

9. Réponn késtion m yo koulié-a:

a. Eske sé de touris an Frans y ap palé nan léktu-a?
b. Eské gen youn gran aéropò Pòtoprens?
c. Kouman yo rélé aéropò Pòtoprens-la?
d. Aisien pa renmen ouè touris?
e. Pou ki sa?
f. Ki kalité moun ki kouri sou touris yo, leù yo débaké?
g. Ki sa yo vlé vann yo?
h. Leù ou bay youn pri ki pi piti pasé pri yo mandé-a, kouman ou rélé sa? (fè jus pri)
i. Eské Makdonal konn fè jus pri tou?
j. Ki pri li té bay manadjè-a pou chanm-nan?
k. Eské magazen yo gen pri fiks tou?
l. Leù nou alé an Aiti, nou pral fè jus pri ak machann yo?
m. Si youn machann mandé ou senk goud, konben lajan ou pral ba li?
n. Machann yo toujou bay bagay yo pou pri touris yo vlé-a?

II. In the Lab or Class

Review Lesson 16 and 17 on your own.

HOMEWORK

1. Review Lesson 16-19.
2. Study the vocabulary of the four songs appended to this lesson.

III. Oral Review Drill on Lesson 18 and 19

1. Ask each student all three questions:

QUESTIONS	ANSWERS
Ki métié ou?	M sé proféseù.
Ki nasionalité ou?	M sé aisien.
Ki laj ou?	M gen senkant an.

2. Render the following numbers in Creole:

NUMBERS	STUDENTS
10, 10th	dis, dizièm
7, 7th	sèt, sétièm
1, 1st	
4, 4th	
19, 19th	
20, 20th	
6, 6th	
5, fth	
11, 11th	
2, 2nd	
9, 9th	
3, 3rd	

3. Make sentences with the following words and phrases:

WORDS AND PHRASES	SENTENCES
fè tèt	Ti gason-an al fè tèt li kay kouafeù-a.
médam	Médam yo konn fè bon duri ak poua.
tonbé + a verb	
kouri vini + a verb	
sòti + a verb	
chak	
kokenn chenn	
afòs	
maré	
lakay fè noua	
anlè	
lajeù	
razeù	
pézé	

4. In the following sentences replace both the direct and indirect objects with their corresponding pronouns:

CUES	RESPONSES
M bay ti moun yo bato-a.	M ba yo li.
Montré matant ou chanté yo.	Montré li yo.
Rakonté mésieu yo odians-la.	
Nou ta bay machann-nan lajan-an.	
André mandé soveù zouti yo.	
Proféseù-a montré étudian yo liv-la.	
Ti gason-an mandé manman li manjé-a.	
Chofeù a bay touris-la ranséyman yo.	
Dupon rakonté kouafeù-a odians yo.	
Manadjè-a repété touris yo paròl-la.	
N a montré nonm-nan chemen-an.	
Pa mandé Asèn lajan-an.	

5. With the particle pa put the following sentences in the negative:

SENTENCES	NEGATIVE FORM
L ap vini.	Li p ap vini.
N ap manjé.	Nou p ap manjé.
M ap gadé égzèsis.	
Ti gason-an ap dòmi.	
Y ap fumen.	
Machann-nan ap vann légim.	
Makdonal apral O Kap.	
Madanm-nan ap fè jus pri.	
Misionè-a ap vin Pòtoprens.	
Moun mòn-nan ap achté duven.	
André ap désann anba-a.	
Sòlda yo ap aprann tiré.	

6. With the particles té and pa té put the sentences in part 5 first in the past progressive sense, then in the negative.

For example:

GIVEN SENTENCE	PROGRESSIVE	NEGATIVE
L ap vini	Li t ap vini.	Li pa t ap vini.
N ap manjé.	Nou t ap manjé.	Nou pa t ap manjé.
M ap gadé égzèsis.		

7. Separate article from noun in the following sentences:

CUE	RESPONSE
Mésieu yo achté liv-la.	Sé liv mésieu yo achté-a.
Chofeù-a kondui oto-a.	Sé oto chofeù-a kondui-a.
Machann-nan vann légum yo.	
Kanmarad-la bay odians-la.	
Ti André ouè réken-an.	
Ti gason-an al chèché kokoyé yo.	
Bòn-nan fè kabann-nan.	
Mari pa ka konprann liv-la.	
M fè konésans msieu-a.	
Ti-moun yo touyé poul-la.	
Nou téléfonnen médam yo.	
Yo resevoua lèt-la.	

8. Kouté épi répété:

Tout moun k ap vizité youn lòt péi toujou renmen achté bagay pou yo poté tounen lakay yo. Leù yo fèk débaké touris yo pran laru pou yo, épi yo tou patou ap achté tout bagay. Machann k ap vann nan laru yo menm ap kouri dèyè touris pou yo fè youn lajan.

Chak touris pa kab achté pou plis ké san dola, men chofeù taksi, magazen, machann nan laru, réstoran, otèl, tout moun fè bon ti kòb ak yo. Sé poutèt sa ké tout péi renmen resevoua anpil touris é sé pou sa ké yo ba yo bon sèvis tou patou pou yo kab vlé tounen ankò.

Touris pa renmen maché anpil lan frédu, sé sa ki fè ké yo pito alé nan péi ki gen bon solèy bien cho, tankou Aiti, pou yo kapab maché jan yo vlé.

9. Réponn késtion sa yo kounié-a:

a. Ki sa moun k ap vizité youn lòt péi renmen fè?

b. Sa pou yo fè ak bagay y achté yo?

c. Leù yo fèk débaké ki koté y alé?

d. Leù machann nan laru yo ouè touris yo, ki sa yo fè?

e. Pou ki yo kouri dèyè touris yo?

f. Pou konben lajan chak touris kapab achté nan lòt péi?

g. Ki moun ki fè kòb ak touris?

h. Eske tou patou yo bay touris bon sèvis?

i. Pou ki sa yo ba yo bon sèvis?

j. Touris renmen maché anpil nan frédu?

k. Ki koté yo pito alé?

l. Gen bon solèy bien cho an Aiti?

m. Touris kapab maché jan yo vlé an Aiti?

IV. In the Lab or Class

Review Lessons 18 and 19 on your own.

V. Quiz

1. Answer five questions.
2. Translate five sentences from English into Creole.
3. Speak briefly at will on the pictorial cues given (oral composition).

   Note: Requires a set of visual stimuli.

VI. Singing

Reference: Songbook or Songsheets (handouts).

ANNJÉLINA!

Ti fi k pa konn lavé, pasé
Chita kay manman ou.
Annjélina! (bis)
ter

Chita kay manman ou.
Chita kay manman ou, chè, (bis)
Chita kay manman ou, Anjé
Pou ou pa ban mouen dézagréman.
bis

Angelina!

Little girl who doesn't know
 how to wash and iron
Stay at your mama's.
Angelina, (bis)
Stay at your mama's.
Stay at your mama's, dear
 (bis)
Stay at your mama's, Ange
So you will not give me
 any trouble here.

Vocabulary

Annjélino, Anjé, pr. n.	Angelina, Angéline (FR)
chè, adj.	dear
dézagréman, n.	trouble, nuisance
fi, n.	girl
lavé, v.	to wash
pasé, v.	to iron

KOUZEN

Kouzen, adjé é!

Nèg anba pa travay tè o! (bis)

Lè lapli tonbé

Y ava vann dlo, o, o, o!

Cousin

Cousin, oh, Lord!
People down in the City don't work the land (bis)
When rain falls
They will sell water, oh! oh! oh!

Vocabulary

adjé, adié, excl.	Oh, Lord! Alas! Alas Lord!
lapli, n.	rain
tè, n.	ground, earth, land
travay tè, v. phr.	to cultivate the land

Cultural Notes:

In the country, peasants consider themselves like members of a great family, and call each other 'cousin.'

GRENADIÉ

Grenadié a laso
Sa ki mouri zafèr a yo } bis

Nan pouen manman
Nan pouen papa
Sa ki mouri zafèr a yo.

Nan pouen manman
Nan pouen pitit
Sa ki mouri zafèr a yo.

Grenadier

Grenadier! Charge!
It's too bad for those
who die (bis)

There is no mother
There is no father
It's too bad for those
who die.

There is no mother
There are no children
It's too bad for those
who die.

Vocabulary

a laso, n. phr.	charge! assault!
grenadié, n.	grenadier
mouri, v.	to die
zafèr a yo, n. phr.	too bad for them

L. 20

VÒLÒ KADAV

Ou pa ta fè m sa o.
Edouayis, monchè, ou pa ta fè
m sa o } bis

Alò ou lévé a minui o,
Ou al vòlò kadav-la. } bis

Alò ou vòlò kadav - la

Ou alé ou pa di m anyen o!

Edouayis, monchè, ou pa ta fè
m sa o!

The Corpse Robber

You should not have done
that to me
Edouayis, dear, you should
not have done that to me
So, you got up at midnight, O.
You went to rob the corpse
So, you robbed the corpse
You have gone, and said
nothing to me, O!
Edouayis, dear, you should
not have done that to me.

Vocabulary

Edouazis, pr. n.	a man's name
kadav, n.	corpse, body
minui, minuit, n.	midnight
vòlò, v.	to rob, to steal

RASIN KORÉ

M poual lavil Jakmèl
M poual achté youn ti chodiè
Pou m kuit patat o beù
Pou m bay jeùn jan bròdè
bis

Refren

Si ou ouè li pa manjé l
Konnen l chanjé de vu
Konnen l chanjé paròl
Konnen l chanjé mémoua
bis

Rasin Ko, rasin koré Refren

Rasin Koré

I'm going to Jacmel
To buy a little pan
To cook buttered sweet potatoes
For a smart lad

Chorus

If you see that he does not eat it
Know he has changed his mind
Know he has broken his word
Know he has lost memory

Chorus

Chorus Rasin Ko, Rasin Koré
(Men are sensible to good food. A peasant girl makes a test for her lover. If he does not eat, know that he has broken his engagement...)

Vocabulary

Rasin Koré

beù, n.	butter
bròdè, bròdeù, adj.	smart, elegant
chanjé, v.	to change
chanjé de vu, v. phr.	to change one's mind
chodiè, n.	pot,cauldron
Jakmèl, pr. n.	Jacmel, a city in the Southern part of Haiti
jeùn jan, n. phr.	young man
koré, v.	to jam, to block
kuit, v.	to cook, to bake
mémoua, n.	memory
o beù	buttered
paròl, n.	word, engagement, promise
poual, v.	(another way to say pral)
rasin, n.	root
vu, n.	view, mind

VOCABULARY

adjé, adié, excl.	Oh Lord! Alas! Alas Lord!
a laso, n. phr.	charge! assault!
beù, n.	butter
bròdè, bròdeù, adj.	smart, elegant
chanjé, v.	to change
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chodiè, n.	pot, cauldron
Edouazis, pr. n.	a man's name
grenadié, n.	grenadier
Jakmèl, pr. n.	Jacmel, a city in the southern part of Haiti
jeùn jan, n. phr.	young man
kadav, n.	corpse, body
koré, v.	to jam, to block
kuit, v.	to cook, to bake
lapli, n.	rain
mémoua, n.	memory
minui, minuit, n.	midnight
mouri, v.	to die
o beù	buttered
paròl, n.	word, engagement, promise
poual, v.	(another way to say pral)
rasin, n.	root
tè, n.	ground, earth, land
travay tè, v. phr.	to cultivate the land
vòlò, v.	to rob, to steal
vu, n.	view, mind
zafèr a yo, n. phr.	too bad for them